

# *English as a Second Language*

## Tutor Packet Level 4

Volunteer Literacy Tutoring Program  
Portland Community College, 2002

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In Level 4, we would also like to give credit to the Refugee Women's Alliance in Seattle, WA and Susan Cowles from the NIFL Literacy Fellowship Project for their exercises that appear in this particular packet.

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# ESL Level 4 – Overview

## What is the content of Level 4?

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 fourth 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:

- initiating and participating in discussions involving common problems
- reading, interpreting and summarizing authentic materials in familiar contexts
- composing simple narrative descriptions and short essays on familiar topics
- performing basic computer functions

These four areas encompass the things that we hope, at the end of Level 4 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, reading skills, and technology skills, that are necessary for the student to master, in order to move on to Level 5.

A *Grammar Reference Guide*, that 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, interpreting and summarizing authentic materials, and follow it with performing basic computer functions – 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 feel free to create your own, especially if your student(s) seems to need additional practice in a certain area. At this level, each of the sample lessons included here can branch off in any number of directions – and this is OK! Just follow the lead of your student, and if you need or want additional materials to supplement the lessons in this packet, please call your coordinator – the tutoring program has many books you may borrow and use.

**GOOD LUCK AND ENJOY !!**

## ESL LEVEL 4 – Overview

Work with your student on these SKILLS throughout ESL Level 4

**At the end of Level 4 the student should be able to...**

### Oral Communication Skills

- Describe problems and possible solutions
- Participate in conversations on familiar topics\*
- Ask and respond to questions
- Ask for and give clarification
- Give and follow multiple directions

### Reading Skills

- Use reading strategies, (skim, scan, paraphrase, prediction, context) to read authentic materials.
- Follow written instructions

### Written Communication Skills

- Write a single paragraph including a good topic sentence, and supporting details.\*
- Use basic grammar correctly.\*
- Use reference materials to check accuracy of spelling and vocabulary

### Technology Skills

- Use email to communicate with others
- Become familiar with Internet vocabulary
- Access websites of interest

\*(See *Grammar Reference Guide –Level 4* for a list of structures appropriate for this level.)

### **Some suggested IN class activities**

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

- Identify and issue or problem and generate possible solutions
- Read and understand instructions, and then explain them to another person
- Describe from experience: attaining a goal or problem and how you solved it (or another experience)
- Write a paragraph on a familiar topic
- Given a URL, access a website and answer comprehension questions about the site
- Send and receive email messages

### **What the student can do OUTSIDE of class**

after completing ESL Level 4

- Initiate and participate in discussions involving common problems
- Read, interpret and summarize authentic materials in familiar contexts
- Compose simple narrative descriptions in paragraph form on familiar topics
- Perform basic computer functions

## ESL LEVEL 4 – 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 4 Packet.
- There is one assessment for each focus area.
- For level 4 there are assessments for:
  - Initiating and participating in discussions involving common problems
  - Reading, interpreting and summarizing authentic materials in familiar contexts
  - Composing simple narrative descriptions in paragraph form on familiar topics
  - Performing basic computer functions

### 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 5.

### Are the students assessed in other ways as well?

The Volunteer Literacy Tutoring Program tests students using a national standardized listening test called the CASAS. This test is used as a pre-test in order to measure progress and also often times as a placement test to help the coordinator know what level to place the student at and what materials to give to the tutor. In addition, at some locations, students are given a post-test after 40- 60 hours of instruction to document the 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 4 Assessment

- Use the following assessment tools to see if your student is ready to move on to Level 5.
- Your student needs to pass **all 4** assessments in order to move up to the next level.
- The following assessment activities should be generally familiar – all were introduced and practiced throughout the Level 4 packet.
- After completing the assessment, please give this cover sheet and the completed assessment pages to your coordinator for the student's file.

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Assessment Guides			Date
<b>Assessment Guide 1:</b> -Discussing and looking for solutions to common problems -Reading and understanding narrative texts	Pass	No Pass	
<b>Assessment Guide 2:</b> -Writing a descriptive paragraph based on personal experience	Pass	No Pass	
<b>Assessment Guide 3:</b> -Understanding multi-step instructions and explaining the procedure to another person -Performing basic computer functions – e-mail	Pass	No Pass	
<b>Assessment Guide 4:</b> -Accessing a website of interest	Pass	No pass	

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**Thank You and Good Luck!**

Student's Name: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

## Assessment 1

**Focus Area 1: Discussing and looking for solutions to common problems**  
**Focus Area 2, Activity 2: Reading and understanding narrative texts**

### Assessment 1

- Prepare your student to read the following text. Introduce the topic, new vocabulary and any background information your student needs to understand the reading.
- Have your student read the text silently to himself.
- Ask some simple comprehension questions to make sure your student understands most of the reading. Answer any questions he may have.
- Have your student write the answers to the comprehension questions that follow the reading.
- Discuss with your student Gloria's problem and possible solutions. Use the discussion questions given or make your own based on the guide **Steps in a Problem-Posing Discussion**. (See **Focus Area 1** in this packet.)
- Evaluate your student's understanding of the text and ability to discuss common problems using the **Assessment Guide** below.

### Assessment Guide 1

<b>Student's Task: Read a narrative text and answer comprehension questions. Identify a problem and discuss possible solutions.</b>		
Answers, in writing, five out of six comprehension questions with correct information. Complete sentences and perfect grammar are <u>not</u> required.	<b>Yes</b>	<b>No</b>
In discussion, can compare and contrast this situation with at least one other similar situation.	<b>Yes</b>	<b>No</b>
In discussion, can generate at least two possible responses/solutions to the problem described in the reading.	<b>Yes</b>	<b>No</b>
In discussion, can refer to at least two pieces of information from the reading.	<b>Yes</b>	<b>No</b>
Speaks with understandable pronunciation.	<b>Yes</b>	<b>No</b>



### A Problem at Work

Gloria has been in the U.S. for 2 years. Three months ago she got her first job working in a nursing home. Her duties include feeding and bathing the patients and doing some light cleaning. She is shy and she doesn't always feel confident speaking in English but she always tries hard to do a good job. Last week she had an accident and now she has a big problem at work. She broke a bottle of cleanser. She didn't know what to do so she found an empty can in the garbage to put some of the cleanser in. She didn't know that it was a beer can. Her supervisor saw her with the beer can and reported her for drinking alcohol at work. Tomorrow she has to meet with her supervisor to explain what happened. She is very nervous because she doesn't know what she should say.

**Comprehension Questions:** Student writes the answers on student assessment handout. (See following page.)

1. How long has Gloria been in the U.S.?
2. Where does she work and what are her duties?
3. What happened last week at work?
4. What did she do with the cleanser after the bottle broke?
5. What did her supervisor do?
6. What does she have to do tomorrow?

### Discussion Questions

1. How does Gloria feel about her English?
2. Why does she have a problem at work?
3. Why is this situation difficult for Gloria?
4. How do you think her supervisor feels about the situation? What do you think he will do?
5. Have you ever had a problem like this at work or do you know someone who has? What happened?
6. What would happen in a situation like this in your country? What do you think will happen to Gloria?
7. What do you think Gloria should say when she meets with her supervisor?
8. What do you think Gloria could do to make sure something like this doesn't happen again?

## Assessment 2

**Focus Area 3, Activity 1: Writing a descriptive paragraph based on personal experience.**

### Assessment 2

- The assignment is the following:  
**Write a paragraph describing how you came to the U.S or another personal experience. Include a topic sentence and at least two or three supporting details.**
- Help your student develop his idea using at least one of the brainstorming techniques described in Steps in the Writing Process (see Focus Area 3, Activity 1 in this packet).
- Have your student write down at least two details related to the topic that he will include in the paragraph. The free-writing exercise or the time-line may be helpful for this.
- Give your student as much time as needed to write his paragraph. In order to assess his writing ability accurately, ask him not to accept help from anyone else before turning in his writing to you. He may use the dictionary to check spelling or word usage.
- Have your student write his paragraph on the student assessment handout. (See following page.)
- Assess your student's writing using the **Assessment Guide** below.

### Assessment Guide 2

<b>Student Task: Writing a paragraph about a personal experience.</b>		
The paragraph's main idea is clear to the reader.	<b>Yes</b>	<b>No</b>
The topic sentence is a general statement about the subject of the paragraph.	<b>Yes</b>	<b>No</b>
There are at least two supporting details that relate to the topic sentence.	<b>Yes</b>	<b>No</b>
Indentation, capitalization and periods are used correctly at least 80% of the time.	<b>Yes</b>	<b>No</b>

### Assessment 3

**Focus Area 2, Activity 1: Understanding multi-step instructions and explaining the procedure to another person.**

**Focus Area 4, Activity 2: Performing basic computer functions – e-mail.**

1. Your student will read instructions to open an e-mail program, check for new messages and send a message. Your student must be able to explain these steps to you in his own words as well as demonstrate his ability to perform these functions on a computer.
2. Your student will need an e-mail account (see **Focus Area 4, Activity 2** in this packet) and you will need to arrange to go to an online computer with your student.
3. Review vocabulary related to e-mail with your student as needed.
4. Have your student read the instructions. (See student handout on the following page.)
5. Ask your student some comprehension questions about the instructions to check for understanding. Answer any questions your student may have.
6. Ask your student to perform each step on the computer as you read it to him.
7. Switch places with your student. Ask him to give you instructions on how to open an e-mail program, check for new mail and send a message. Your student should use his own words, not read from the paper.
8. Evaluate your student using the **Assessment Guide** below.

### Assessment Guide 3

<b>Student's Task: Understand and explain multi-step instructions. Open an e-mail program, check and send mail.</b>		
Demonstrates understanding of the instructions by correctly performing each step on a computer.	<b>Yes</b>	<b>No</b>
Explains each step of the procedure clearly so that the listener is able to perform the task.	<b>Yes</b>	<b>No</b>
Demonstrates competence in operating the computer including moving and clicking the mouse and locating icons, buttons and windows to use e-mail.	<b>Yes</b>	<b>No</b>
Correctly types in e-mail address and subject.	<b>Yes</b>	<b>No</b>

### Assessment 4

#### Focus Area 4, Activity 3: Accessing a web site of interest.

1. You will need to arrange to go to an online computer to do this assessment. Your student should know how to use a web browser to get online and then open a URL.
2. Help your student choose one of the suggested web sites listed here. Descriptions of these sites can be found in **Focus Area 4, Activity 3** in this packet.
3. As your student explores the site he has chosen, offer to answer any questions he may have. Then discuss the following questions about the site.
4. Evaluate your student using the **Assessment Guide** below.

#### Assessment Guide 4

<b>Student's Task: Access and explore a web site. Ask and answer questions about it.</b>		
Demonstrates competence in operating the computer including using a web browser and maneuvering within a web site.	<b>Yes</b>	<b>No</b>
Asks at least two appropriate questions to improve computer skills and/or to better understand the content of the site.	<b>Yes</b>	<b>No</b>
Answers the questions about the site appropriately and clearly, giving at least one example for each question.	<b>Yes</b>	<b>No</b>
Speaks with understandable pronunciation.	<b>Yes</b>	<b>No</b>

- **Choose one of the following web sites. Go to that web site and explore it. Ask your tutor any questions you may have. Then answer the following questions orally.**

Dave's ESL Café  
[www.eslcafe.com](http://www.eslcafe.com)

The Internet TESL Journal: Activities for ESL Students  
<http://a4esl.org>

ESL – Rong-Chang Li  
[www.rong-chang.com](http://www.rong-chang.com)

The Internet Public Library  
[www.ipl.org](http://www.ipl.org)

- **Questions**

1. **Look at the homepage at the site you chose. What are some of the pages you can go to at this site? List four or five.**
2. **Choose one page that interests you. What do you find there?**
3. **Click on a hyperlink. What do you find there? How could it be useful to you?**
4. **Go back to the homepage. What do you like the best about this site? How would you describe it to a friend?**

Student's Name \_\_\_\_\_ Tutor's Name \_\_\_\_\_

Today's Date \_\_\_\_\_

**Level 4, Assessment 1**

- Read the following paragraph and answer the comprehension questions in writing.
- Discuss the paragraph with your tutor.

**A Problem at Work**

**Gloria has been in the U.S. for 2 years. Three months ago she got her first job working in a nursing home. Her duties include feeding and bathing the patients and doing some light cleaning. She is shy and she doesn't always feel confident speaking in English but she always tries hard to do a good job. Last week she had an accident and now she has a big problem at work. She broke a bottle of cleanser. She didn't know what to do so she found an empty can in the garbage to put some of the cleanser in. She didn't know that it was a beer can. Her supervisor saw her with the beer can and reported her for drinking alcohol at work. Tomorrow she has to meet with her supervisor to explain what happened. She is very nervous because she doesn't know what she should say.**

**Comprehension Questions**

1. How long has Gloria been in the U.S.?
  2. Where does she work and what are her duties?
  3. What happened last week at work?
  4. What did she do with the cleanser after the bottle broke?
  5. What did her supervisor do?
  6. What does she have to do tomorrow?
-

Student's Name \_\_\_\_\_ Tutor's Name \_\_\_\_\_

Today's Date \_\_\_\_\_

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**Level 4, Assessment 2**

- **Write a paragraph describing how you came to the U.S or another personal experience. Include a topic sentence and at least two or three supporting details.**

Student's Name \_\_\_\_\_ Tutor's Name \_\_\_\_\_

Today's Date \_\_\_\_\_

### Level 4, Assessment 3

- **Read the instructions below and ask any questions you have to make sure you understand them.**
  - **Your tutor will ask you to do them one by one at a computer. Then you will give the same instructions to your tutor without looking at this paper.**
- 

**Instructions: Opening an e-mail program, checking and sending e-mail messages**

- **Open your e-mail program.**
- **Click on the "In Box".**
- **Click on "Receive/Send Mail" to check for new messages.**
- **Move the cursor to the message you want to open and click on it.**
- **To send a new message, click on the button for new messages.**
- **Type the address of the person you want to write to.**
- **Write something in the "Subject" field.**
- **Type your message.**
- **Click on "Send".**

Student's Name \_\_\_\_\_ Tutor's Name \_\_\_\_\_

Today's Date \_\_\_\_\_

### Level 4, Assessment 4

- **Choose one of the following web sites. At an online computer, go to that web site and explore it. Ask your tutor any questions you may have. Then answer the following questions orally for your tutor.**

#### Web sites

Dave's ESL Café  
[www.eslcafe.com](http://www.eslcafe.com)

The Internet TESL Journal: Activities for ESL Students  
<http://a4esl.org>

ESL – Rong-Chang Li  
[www.rong-chang.com](http://www.rong-chang.com)

The Internet Public Library  
[www.ipl.org](http://www.ipl.org)

#### Questions

1. **Look at the homepage at the site you chose. What are some of the pages you can go to at this site? List four or five.**
2. **Choose one page that interests you. What do you find there?**
3. **Click on a hyperlink. What do you find there? How could it be useful to you?**
4. **Go back to the homepage. What do you like the best about this site? How would you describe it to a friend?**



**Focus Area: 1**            **Discussing and looking for solutions to common problems**

**Suggested Props  
and Materials:**        **Drawings, photos, short texts, dialogues, song lyrics**

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**Activity: 1**            **Identify a problem; generate and discuss possible solutions**

1. Identify with your student possible problems that he may have encountered in his daily life. The problems may be practical in nature or involve cultural issues and adjustment to life in a new culture. The most important thing is to choose something that's relevant and interesting to your student.
2. Find material on these problems to work with or use worksheets given in this packet.
3. Follow the **Steps in a Problem-Posing Discussion** (next page) for guiding your student in exploring these problems and analyzing solutions. Be sensitive to your student's need for privacy if he chooses not to discuss a particular problem or keep your discussion of the topic impersonal so that he doesn't have to disclose personal information but can still explore the topic in a comfortable way.
4. After discussing the problem and possible solutions, expand the activity by having your student write about it or do a role-play. Your student may want to use this discussion as the basis for writing the paragraph described in **Focus Area 3**.
5. Celebrate success in overcoming difficulties.

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### *Variations*

- Role play
- Encourage your student to discuss a real problem of his own. Follow the problem-posing discussion steps.
- Share a problem of your own and how you solved it. Encourage your student to question you.
- Have your student do "free writing" about a problem and how he solved it. Develop this into a paragraph or short essay.
- Use journaling to continue discussions.

## STEPS IN A PROBLEM-POSING DISCUSSION

The problem-posing approach comes out of Paulo Freire's work in the 1960's in Brazil. He developed a methodology for teaching literacy while at the same time empowering students to understand and take charge of their lives. The use of "codes" and the problem-posing technique have been adapted for use with ESL and ABE students. A problem-posing discussion can be used in preparing students for a writing activity or simply as oral practice in reflecting on their lives in a meaningful way.

A **code** is a concrete expression of a theme that has emotional and social impact for the student. A code may be a dialogue, a picture, a song, a reading or anything else that embodies a problem of relevance to students' lives. In guiding the student's discussion about the code, the problem and its' context should emerge. If it doesn't, the tutor shouldn't impose his or her interpretation of the code on the student. If the student interprets the code differently than expected, then the tutor will learn about the student's perspectives and at the very least the exercise provides English practice. It is not always easy to predict how a student will perceive a code. The more you get to know your student, the better you will be able to anticipate his response. Once you have chosen a code, follow these steps in discussing it with your student.

1. **Identify the elements** of the code by questioning your student with simple "who, what, where" questions. Also ask how the people feel, what they are thinking, and if there is anything else your student observes.
2. **Define the problem** by asking: Is there a problem? Who has the problem? Is there a different problem for different people in the picture? How do the people feel about the problem?
3. **Link the problem to your student's personal experience.** Possible questions: Have you ever had this problem? Do you know anyone who has had this problem? How was your problem like the one here? How was it different? Tell me about your problem.
4. **Establish context.** Useful questions: Why is there a problem? Do all people have this problem? How is it different in your native country and in the U.S.? What parts of this problem have to do with cultural differences?
5. **Look at solutions.** Ask what the people can do to solve the problem. Discuss the pros and cons of different solutions. Talk about the broader issues involved. What kinds of things could be done to improve the conditions that lead to this problem?

## **At the Chat 'n' Chew Restaurant**

Chong and Reza go for lunch after their ESL class. It is noon on a weekday; every booth and table is filled. Louise, one of the waitresses, is trying to take orders as quickly as possible.

Louise: Are you ready to order?

Chong: Yes, please. I'd like soup. What kind do you have?

Louise: It's listed on the board there.

Chong: I'm sorry I do not understand the writing.

Louise: What? It says chicken noodle or minestrone.

Reza: Can you tell me what is minestrone? Does it have meat?

Louise: Look, there are other people waiting. I'll come back when you're ready!

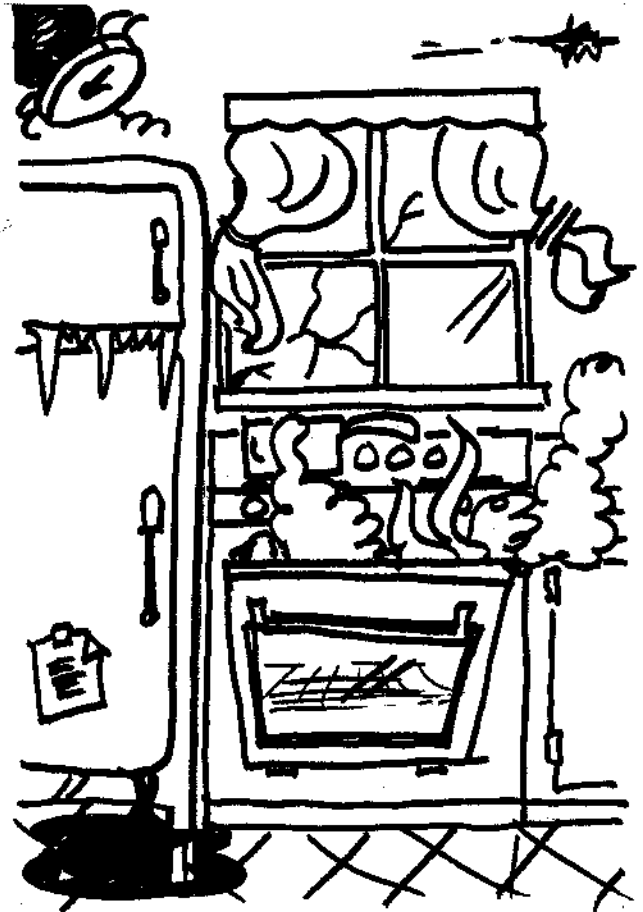
**Problem-posing.** Discuss these questions:

1. Where are Chong and Reza? Who is Louise? How do they feel in this conversation? What do you think Louise is thinking to herself?
2. Is there a problem for Chong and Reza? For Louise? What is it?
3. Have you ever felt like Chong and Reza? Like Louise? What happened?
4. Does this kind of problem happen often? To whom? Why does it happen?
5. What do you think Chong and Reza should do? What should Louise do?
6. Do you have some advice for people learning English like Chong and Reza?

## Landlord/Tenant Problems

**Problem-posing.** Look at the pictures and discuss these questions:

1. Where is the man in the picture? How would you describe this house or apartment? How do you think the man feels?
2. What problems do you see in each picture? What is broken or not working? How do you think the man feels about this house or apartment? What do you think he will do next?
3. Have you ever been in a situation like this? What did you do? What do you do if there is something broken in your house or apartment?
4. Do you think the landlord is a good one? Why or why not? Do you have a good landlord? Why do you think some landlords don't keep their rental apartments or houses in good condition? What are landlords like in your country? Is the situation the same or different from in the US?
5. What do you think the man in this picture should do? What would you do in this situation? What can be done about bad landlords?



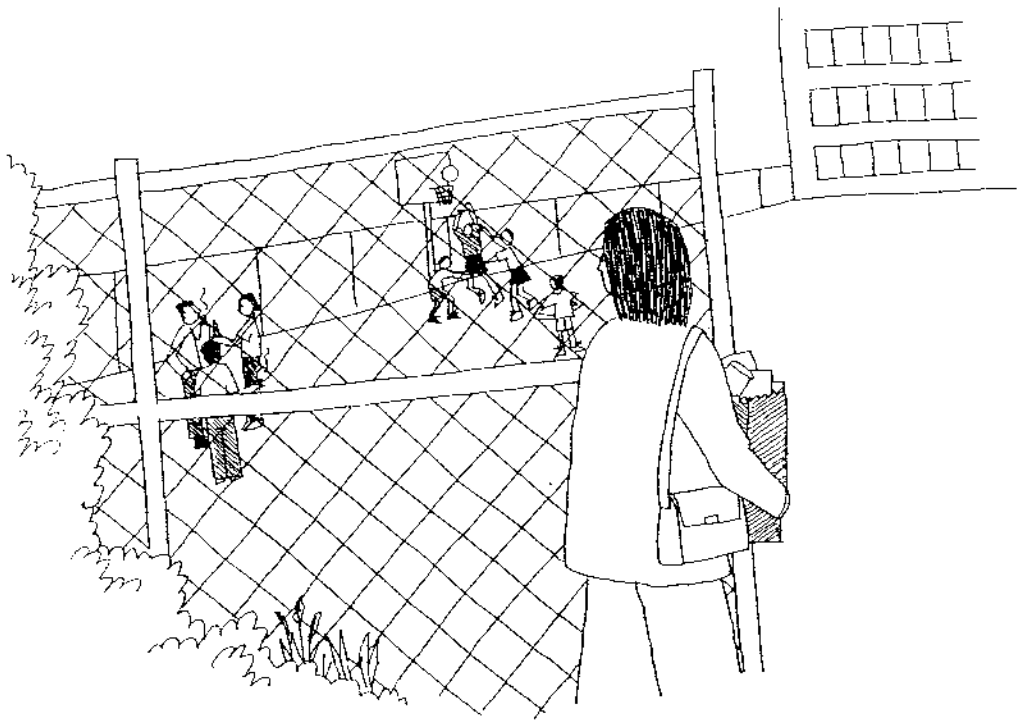
## **Ernesto's Story\***

Ernesto is unhappy. He can't find a job. He says that if he were in his country he would not do women's work. He has experience fixing cars. Since he came to the U.S., however, he has been at home taking care of his children who are ages two and four. His wife is a garment worker. She works full-time and sometimes overtime. Ernesto feeds the children, goes shopping and takes his four year old to the bus stop. Last Friday, his wife said she wanted to come home later than usual because it was her co-worker's birthday and they were going to celebrate. Ernesto got mad and yelled, "Why don't you stay home and take care of your children."

**Problem-posing.** Discuss these questions:

1. What is Ernesto's situation? Who is in his family? What does his wife do? How does he feel about his wife working?
2. Why do you think Ernesto can't find a job? How is his situation in the U.S. different than it would be in his country? What are the cultural differences here? How do you think his wife feels about it?
3. Have you ever had a problem like this or do you know someone who has?
4. Do you think some immigrant men would feel differently than Ernesto does? Why or why not? What do you think he could do to feel better about this situation? What could his wife do to help him feel better?
5. What do you think Ernesto and his wife should do about his situation? What are the pros and cons of these solutions?

*\*Adapted from "Job Preparation: A curriculum for refugee and immigrant women" by Refugee Women's Alliance, Seattle, WA*



### **After School Activity \***

Anh is from Vietnam. Her son, Luc, is eleven years old. He gets good grades in school. After school, he goes outside and plays basketball with other boys in the neighborhood. The other boys are older than him. They are teenagers. Anh saw some of these older boys smoking cigarettes. She told Luc not to play with them anymore but he didn't listen to her. He still plays basketball after school with the same boys.

**Problem-posing.** Discuss these questions:

1. Who are Anh and Luc? How is Luc doing in school? What does he like to do after school? What did Anh see? Did her son stop playing basketball with the older boys in the neighborhood? How do Anh and Luc each feel about this situation?
2. What is the problem here? How do you think Anh feels about her son disobeying her? How does Luc feel about his mother? Do you think this is a new problem for Anh and Luc or do you think it has happened before?
3. Have you ever had this problem or do you know someone who has? How was your problem the same or different than Anh and Luc's?
4. Does this same problem occur in your native country? Why do you think it happens in the US?
5. What do you think Anh should do in this situation? What should Luc do? What would you do? How should immigrant parents deal with problems like this in the U.S.?

*\* Adapted from "Family Tutoring: A Family-Based Curriculum for Refugee and Immigrant Parents", October, 1996, Refugee Women's Alliance, Seattle, WA.*

**Focus Area: 2**      **Reading, interpreting and summarizing authentic materials in familiar contexts**

**Suggested Props and Materials:**      **Plastic laundry scoop, detergent box, telephone answering machine**

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**Activity: 1**      **Reading and understanding multi-step instructions; explaining the procedure to another person**

1.      Introduce multi-step instructions that describe something your student is familiar with. Lessons on how to use laundry soap and how to use a telephone answering machine are included in this packet. Do some pre-reading activities that will help your student to better understand the reading.
  - Discuss the process that is described in the instructions. Find out how your student does this procedure and how many steps your student already knows. If possible, bring in objects that are involved in the process, e.g. plastic laundry scoop, detergent box, a telephone answering machine.
  - Introduce new and/or challenging vocabulary from the text.
  - Look at any pictures, titles or captions in the text. Ask your student to make some guesses about the reading.
2.      Read the text. Do practice exercises.
  - Ask your student comprehension questions to see if he has understood the text. Explain any vocabulary or specific passages that were difficult.
  - Have your student do written exercises. Vocabulary matching, a cloze exercise, questions about the text, and paraphrasing are types of exercises you could prepare. (See the worksheets for the lessons in this packet.)
  - Cut strips of paper with one instruction per strip. Have your student put the instructions in order.
3.      Using the props you have brought, ask your student to explain orally how to do the procedure. The student should summarize the process using his own words and parts of the instructions he remembers from the text.

---

***Variations:***

- A.      Follow the same procedure above with different kinds of instructions, e.g. recipes, assembly of household items, changing a tire, setting an alarm clock, sewing on a button, turning on a dishwasher, starting a car, planting seeds, etc. Choose something your student is interested in and familiar with.
- B.      Ask your student to bring in instructions for something he wants to learn how to do.
- C.      After the lesson on telephone answering machines, help your student record a greeting on his machine, learn how to leave a message on an answering machine, respond to a voice mail menu, etc. After the lesson on laundry detergent, do lessons on how to read clothing tags with washing instructions and the American system of measurements e.g. weight - oz., lbs., length - ft., in., yd., volume - gal., qt., etc.

## **A TELEPHONE ANSWERING MACHINE**

**How to record a greeting (announcement),  
listen to and save messages.**

### **To Record an Announcement:**

- Hold down announcement button
- Wait for the beep, then begin speaking
- Release announcement button when finished

### **To Review an Announcement:**

- Tap announcement button
- Adjust volume

### **To Play Messages:**

- Press and release play/stop button
- Adjust volume

### **To Save Messages:**

- Press and release save button





## Exercises: A Telephone Answering Machine

I. Match the words that mean the same or almost the same thing.

- |                 |       |                 |
|-----------------|-------|-----------------|
| a. announcement | _____ | press and hold  |
| b. to release   | _____ | loudness        |
| c. to review    | _____ | greeting        |
| d. hold down    | _____ | let go          |
| e. to tap       | _____ | turn up or down |
| f. to adjust    | _____ | to check        |
| g. volume       | _____ | touch lightly   |

II. Answer these questions.

1. What three steps are needed to record a greeting on your answering machine?

---

---

---

2. How can you check your greeting to see if it sounds OK?

---

---

3. How do you listen to the messages left on your answering machine while you were out?

---

---

4. Which button do you press if you don't want your messages erased?

---

---

III. Discuss these questions with your tutor and classmates, then write your answers. Use a separate sheet if you need more space.

1. What information should you include in your greeting? Write down what you want to say in your greeting.
2. Do people use telephone answering machines in your native country? Explain.
3. What are the advantages and disadvantages of using a telephone answering machine?

IV. Tell someone else how to record a greeting and check messages on an answering machine.

## MR.CLEAN LAUNDRY DETERGENT

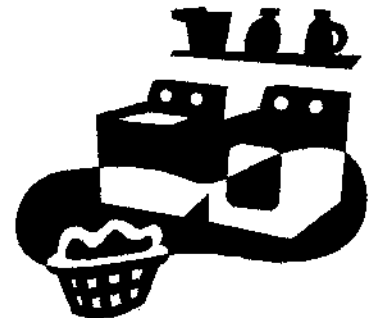
**Tough on Dirt and Stains!**

### **Directions:**

- **Sort Laundry:** Follow any special washing instructions on garment care label instructions. Sort laundry by color, fabric type and amount of dirt.
- **Select Temperature:**
  - Hot** – Whites, diapers, colorfast cottons
  - Warm** – Bright colors, permanent press and delicates
  - Cold** – Colors that bleed or fade. Energy savings.
- **Start Washer**
- **Sprinkle measured laundry detergent as washer fills with water.**

Our scoop is one ounce. Always add laundry detergent to water before adding clothes. Avoid sprinkling directly on clothing.

  - Normal loads** – 1 level scoop
  - Large or heavily soiled loads** – 2-3 level scoops
  - Add more **Mr. Clean** for hard water conditions
- **Add Clothes:** Do not overfill washer with laundry.



## Exercises: Mr. Clean Laundry Detergent

### **I. Match the words that mean the same or almost the same thing.**

- |               |       |                 |
|---------------|-------|-----------------|
| a. select     | _____ | soap            |
| b. garment    | _____ | lose color      |
| c. fade       | _____ | choose          |
| d. sprinkle   | _____ | clothes         |
| e. soiled     | _____ | washing machine |
| f. detergent  | _____ | instructions    |
| g. directions | _____ | dirty/stained   |
| h. washer     | _____ | add             |

### **II. Answer these questions.**

1. What three things do you look for when you sort laundry?

---

2. What water temperature is best for colors that bleed or fade?

---

3. When do you add the laundry detergent?

---

4. How much detergent do you need for a normal load?

---

5. Which sentence in the directions means the same as the following?

*Don't put too many clothes in the washing machine.*

---

III. Fill in the blanks. Try to remember or guess the words. If you don't know, look back at the directions.

**Directions:**

- \_\_\_\_\_ **Laundry:** Follow any special washing \_\_\_\_\_ on garment care label instructions. Sort \_\_\_\_\_ by color, fabric type and amount of \_\_\_\_\_.
- **Select \_\_\_\_\_:**
  - \_\_\_\_\_ – Whites, diapers, colorfast cottons
  - Warm** – Bright \_\_\_\_\_, permanent press and delicates
  - Cold** – Colors that bleed or fade. \_\_\_\_\_ savings.
- **Start Washer**
- **Sprinkle \_\_\_\_\_ laundry detergent as washer \_\_\_\_\_ with water.** Our scoop is one ounce. \_\_\_\_\_ add laundry detergent to \_\_\_\_\_ before adding clothes. Avoid sprinkling directly on clothing.
  - Normal** \_\_\_\_\_ – 1 level scoop
  - \_\_\_\_\_ **or heavily soiled loads** – 2-3 level scoops
  - Add more **Mr. Clean** for hard \_\_\_\_\_ conditions
- **Add \_\_\_\_\_:** Do not overfill \_\_\_\_\_ with laundry.

IV. Cut the directions into strips, one bulleted instruction per strip. Mix them up on the table. Put them in the correct order.

V. Without looking at the directions, use your own words to tell another person how to wash clothes in a washing machine using laundry detergent.

## **Answer Key**

### **Exercises: A Telephone Answering Machine**

- I. d, g, a, h, f, c, e, b
- II.
  1. Hold down announcement button. Wait for beep then begin speaking. Release announcement button when finished.
  2. Tap the announcement button. Adjust volume.
  3. Press and release play/stop button. Adjust volume.
  4. The save button.

### **Exercises: Mr. Clean Laundry Detergent**

- I. f, c, a, b, h, g, e, d
- II.
  1. Color, fabric type and amount of dirt
  2. cold
  3. Add laundry detergent as washer fills with water. Avoid sprinkling directly on clothing.
  4. 1 oz. or 1 level scoop
  5. Do not overfill washer with laundry.

**Focus Area: 2      Reading, interpreting and summarizing authentic materials in familiar contexts**

---

**Activity: 2      Reading and understanding narrative texts**

1. Follow the **Steps in a Narrative Reading Lesson** given on the next page.
  - Introduce the topic, new vocabulary and background information your student needs to understand the reading.
  - Read the text and do a comprehension check, skill building exercises and follow-up activities.
  - There are two short readings in this packet. For more practice, find additional reading material that interests your student and make up exercises using these lessons as models.
  
2. You may want to use the steps for problem-posing (see **Steps in a Problem-Posing Discussion in Focus Area 1**) to guide your discussion of these readings. You may also want to note topics of interest to your student that come out of these readings as ideas for paragraph writing in **Focus Area 3**. Reading and writing are best taught together so integrate these reading lessons with the lesson on writing.

---

**Variations:**

- A. Go to the public library, help your student get a library card and look for reading material of interest to your student.
  
- B. Use newspaper articles and magazines as reading material. The *Oregonian* newspaper has simplified news articles for new readers in the Wednesday edition called News 101.

## STEPS IN A NARRATIVE READING LESSON

1. **Schema development:** Discuss the general topic of the reading, set the stage by drawing out what your student already knows. Provide important information for understanding the text.
  - Use photographs, maps and realia.
  - Ask questions related to the topic to draw out student's knowledge of this subject.
  - Give cultural information or historical context needed for understanding.
  
2. **Pre-reading activities:** Prepare your student to read the text.
  - Discuss the title, author and illustrations.
  - Present key vocabulary words.
  - Encourage students to predict what they will read about.
  
3. **Reading:** Ask your student to read the text, first silently and then out loud.
  
4. **Comprehension check:** Check to see if your student understood the general ideas in the text.
  - Ask questions about the content – first factual questions (yes/no, what, when, where, who) and then higher thinking questions (synthesis, drawing conclusions, why).
  - Discuss new vocabulary words, idioms, and difficult passages.
  
5. **Exercises and skill building activities:** Design two or three different exercises appropriate for your student's level.
  - Make sentence strips for sequencing.
  - Analyze sentences, phrases, and paragraphs for grammar structures, phonics rules, prefixes, suffixes, and organization of text.
  - Make a cloze exercise.
  
6. **Follow-up/extension:** Provide additional activities that involve other language skills.
  - Give a writing assignment related to the reading.
  - Design interviews and other oral activities.
  - Assign further reading.



## The American Dream

My name is Roberto Mendez. I was smuggled across the border from Mexico into the United States. I had to pay the smuggler \$350. That was three years ago. Since then, I have paid the same smuggler almost a thousand dollars to bring my wife and three children.

An American might not understand why I had to leave Mexico and sometimes I don't understand either. Sometimes we were hungry in Mexico but I've decided that the streets are not paved with gold in the U.S. either. We have a television, a radio cassette player, and a refrigerator taller than my wife. But the five of us are living in a cramped apartment. And I have to work two jobs to pay the rent.

My wife and I both work. During the day I work as a janitor and at night I work in a parking lot. When I work overtime during the day, I sometimes arrive late at my night job. In spite of my two jobs, my wife, who works as a maid, makes more money than I do. Customers give her big tips almost every week. It really makes me uncomfortable to know that she makes more than I do. She doesn't even know as much English as I do. I think she should stay home with our children like she did in Mexico. But we really need her paycheck, too.

What is most important right now is for us to become legal residents. A friend tells me that I can buy false papers. I'm afraid of doing that. I don't want to be deported. I think that with papers I could get a better job, medical insurance – all the things I dreamed of having when I was in Mexico. I don't know what will happen to us. I often ask myself if the American dream will come true for my children.

### I. Answer these questions.

1. How did Roberto come to the U.S.?

---

2. How much did it cost to bring himself and his family across the border?

---

3. Does Roberto think that his family has a better life in the U.S.? Why or why not?

---

---

4. What are Roberto's two jobs? What does his wife do?

---

5. How does Roberto feel about his wife working?

---

6. What is the most important thing for Roberto and his family now?

---

7. What does Roberto think he could get if he had legal papers?

---

8. What does he hope will happen for his children?

---

9. What is the "American dream" for Roberto? Do you agree or disagree?

---

---

---

**II. Write "T" for true or "F" for false next to the following sentences.**

\_\_\_\_\_ 1. Roberto Mendez smuggles people across the border from Mexico to the U.S.

\_\_\_\_\_ 2. Now he lives in the U.S. with his wife and children.

\_\_\_\_\_ 3. Roberto likes working two jobs.

\_\_\_\_\_ 4. His wife makes more money than he does.

\_\_\_\_\_ 5. Roberto and his family have a TV, a radio cassette player and a refrigerator.

\_\_\_\_\_ 6. Roberto wants his wife to stay home and take care of their kids.

\_\_\_\_\_ 7. Roberto's wife speaks more English than he does.

\_\_\_\_\_ 8. Roberto hopes that the American dream will come true for his children.

**III. Language study.**

1. Write another sentence that means the same as the following. "The streets are not paved with gold in the U.S." Do you have a similar expression in your language? \_\_\_\_\_

---

---

2. **Underline the sentences in the reading that include these structures. Write new sentences using them.**

- **In spite of . . .**
- **I think she/he should . . .**
- **The most important thing is . . .**

a. In spite of \_\_\_\_\_, I \_\_\_\_\_  
\_\_\_\_\_.

b. I think she/he should \_\_\_\_\_  
\_\_\_\_\_.

c. The most important thing is \_\_\_\_\_  
\_\_\_\_\_.

**IV. Use the dictionary.**

Find the word “uncomfortable” in the reading. Look at the entry in the dictionary for this word:

**un-com-fort-a-ble** (un kum' fər tə bəl), 1. not comfortable: an uncomfortable chair. 2. troubled; not at ease: I felt uncomfortable when they stared at me. adjective.

- a. How many syllables does this word have? \_\_\_\_\_
- b. Which syllable is stressed? \_\_\_\_\_
- c. What does the prefix “un” mean? \_\_\_\_\_
- d. What kind of word is an “adjective”? \_\_\_\_\_

Look up the following words in the dictionary. Note their meaning and pronunciation. Make new words by adding prefixes.

**smuggled**

**cramped (prefix)**

**legal (prefix)**

**V. Discuss these questions with your tutor and classmates.**

1. What is the American dream? Is it possible to reach it? Do you have hopes like Roberto?

2. Roberto doesn't want his wife to work or earn more money than he does. Why do you think he feels this way? How do you think his wife feels about it? Do many women in the U.S. work? How do you think they and their husbands feel about this?

3. What do you think Roberto should do to become a legal resident? Why?

**VI. Organization of an essay.**

In an essay, each paragraph has a topic sentence that gives the general idea for that paragraph. The topic sentence usually comes first but not always. The paragraph usually includes two, three or more supporting details that give more information about the topic sentence. The first paragraph usually introduces the subject of the essay and the last paragraph gives some kind of conclusion. The middle paragraphs discuss in more depth the theme of the essay.

For each of the paragraphs in this essay, find the topic sentence and the supporting details. How does the first paragraph introduce the subject "**The American Dream**"? How does the writer conclude the essay? Make an outline of this essay.

### **Paragraph One**

Introduction:

Topic Sentence:

Supporting Details:

- 1.
- 2.
- 3.

### **Paragraph Two**

Topic Sentence:

Supporting Details:

- 1.
- 2.
- 3.
- 4.

### **Paragraph Three**

Topic Sentence:

Supporting Details:

- 1.
- 2.
- 3.
- 4.
- 5.

### **Paragraph Four**

Conclusion:

Topic Sentence:

Supporting Details:

- 1.
- 2.
- 3.

**ANSWER KEY**  
**The American Dream**

Here are some suggested answers to the exercises that accompany the reading “The American Dream”. Your student may have somewhat different answers and still be correct. Use your best judgment.

- I.
1. He was smuggled across the border.
  2. Almost \$1350.
  3. He’s not sure.
  4. He works as a janitor and in a parking lot. His wife works as a maid.
  5. He wants her to stay home with the children but he needs her paycheck.
  6. To become legal residents.
  7. A better job and medical insurance.
  8. He hopes the American dream will come true for them.
  9. Open to discussion.

II. F, T, F, T, T, T, F, T

IV. a. five syllables b. the second syllable c. not d. It describes something.  
Prefixes: uncramped, illegal

VI. **Organization of an Essay**

**Paragraph One:** Introduction – Roberto discusses how he came to the US.  
Topic Sentence – I was smuggled across the border from Mexico into the US.  
Supporting Details – 1. \$350 for himself. 2. 3 years ago 3. almost \$1000 to bring the rest of his family

**Paragraph Two:** Topic Sentence – An American might not understand . . .  
Supporting Details – 1. hungry in Mexico 2. we have a television . . .3. lives in a cramped apt. 4. works two jobs

**Paragraph Three:** Topic Sentence – My wife and I both work.  
Supporting Details – 1. he works as a janitor and in a parking lot/over-time 2. wife makes more money/customers give tips 3. he feels uncomfortable because she makes more money and speaks less English 4. she should stay home 5. but he needs her paycheck

**Paragraph Four:** Conclusion – His goals for his family. Topic Sentence – What is most important right now is for us to become legal residents.  
Supporting Details – 1. false papers/fear of deportation 2. with papers better job/medical ins. 3. doesn’t know what will happen/American dream for his children

## **Becoming Americanized**

My name is Li Chang and I am twenty-one years old. My parents and I have lived in the U.S. for fifteen years but they can hardly speak enough English to have a simple conversation. I have been translating for my parents ever since I was little. When I was eight years old and barely tall enough to reach the telephone on the wall, I remember calling the telephone company for my parents about some error on our bill. In fact, I rarely have a peaceful hour for myself when I am at home. When I watch my favorite program on TV, my mom continually asks me questions about what is happening. "What did he say to her?" "Why did she do that?"

As much as I love my parents, I wish they would become more Americanized and understand how I have become Americanized. Both my parents work in a factory. They sew all day long next to other Chinese immigrants. They don't need to speak English. I feel bad for them. I see how they struggle to make ends meet and save so that I can go to college. "A Chinese girl lives with her parents until she marries." My mother repeats this whenever I mention the possibility of getting a place of my own. My American friends live such free lives, dating and staying out late. I envy them.

This year I'll graduate from college with a degree in accounting. When I get a job, I'll try to change my mom's mind and move out. I'm tired of explaining to my friends why I can't go out with them. But I worry about my parents. Who will translate TV shows for them? Will they ever understand that their twenty-one year old daughter wants to live on her own?

### **I. Answer these questions.**

1. How long have Li Chang and her parents lived in the U.S.?

---

2. What did Li do for her parents when she was eight years old?

---

3. Do her parents speak very much English? How does she help them?

---

4. What kind of work do her parents do? How do they have enough money to send Li to college? \_\_\_\_\_

\_\_\_\_\_

5. What problem does Li have with her mother?

\_\_\_\_\_

6. How does she want her parents to change?

\_\_\_\_\_

7. Who does Li envy? Why?

\_\_\_\_\_

8. What is Li studying at college?

\_\_\_\_\_

9. Why does Li worry about her parents?

\_\_\_\_\_

## II. Language study.

Find these phrases in the text. Write a word or phrase that means the same. Use your dictionary if you need to.

hardly \_\_\_\_\_

barely \_\_\_\_\_

make ends meet \_\_\_\_\_

\_\_\_\_\_

become Americanized \_\_\_\_\_

\_\_\_\_\_

change her/his mind \_\_\_\_\_

\_\_\_\_\_

I wish he/she/they would . . . \_\_\_\_\_

\_\_\_\_\_



**III. Cloze. Fill in the blanks.**

My name is Li Chang \_\_\_\_\_ I am twenty-one years \_\_\_\_\_. My parents and I have \_\_\_\_\_ in the U.S. for fifteen years but they \_\_\_\_\_ hardly speak enough English to have a \_\_\_\_\_ conversation. I have been \_\_\_\_\_ for my parents ever since I was \_\_\_\_\_. When I \_\_\_\_\_ eight years old and barely tall enough to \_\_\_\_\_ the telephone on the wall, I remember \_\_\_\_\_ the telephone company for my parents \_\_\_\_\_ some error on our bill. In fact, I \_\_\_\_\_ have a peaceful hour for myself \_\_\_\_\_ I am at home. When I watch my \_\_\_\_\_ program on TV, my mom continually \_\_\_\_\_ me questions about \_\_\_\_\_ is happening. "What did he \_\_\_\_\_ to her?" "Why did she do that?"

**IV. Discuss these questions with your tutor and classmates.**

1. Do you think it's good for children to always translate for their immigrant parents? How does this affect the family? How do parents and children feel about this?
2. Li and her parents disagree about Li living on her own. What do you think Li should do about this? What should her parents do about it?
3. Can Li and her parents find a way to adapt to life in the U.S. while keeping their cultural values and beliefs from China? What advice do you have for them?
4. Have you had a similar experience as Li and her parents or do you know someone else who has? Please explain.

**V. Organization of an essay.**

In an essay, each paragraph has a topic sentence that gives the general idea for that paragraph. The topic sentence usually comes first but not always. The paragraph usually includes two or three supporting details that give more information about the topic sentence. The first paragraph usually introduces the subject of the essay

and the last paragraph gives some kind of conclusion. The middle paragraphs discuss in more depth the theme of the essay.

For each of the paragraphs in this essay, find the topic sentence and the supporting details. How does the first paragraph introduce the subject **Becoming Americanized**? How does the writer conclude the essay? Make an outline of this essay.

**Paragraph One**

Introduction:

Topic Sentence: \_\_\_\_\_

Supporting Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

**Paragraph Two**

Topic Sentence: \_\_\_\_\_

Supporting Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Paragraph Three**

Conclusion: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Supporting Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## ANSWER KEY

### **Becoming Americanized**

Here are some suggested answers to the exercises that accompany the reading “*Becoming Americanized*”. Your student may have somewhat different answers and still be correct. Use your best judgment.

- I.
1. 15 years
  2. She called the telephone company for her parents.
  3. No. She translates for them.
  4. They work in a sewing factory. They struggle to make ends meet so they can save.
  5. Her mother wants her to live at home until she marries. She wants to live on her own.
  6. To become more Americanized and to understand how she has become Americanized.
  7. Her American friends. Because they can live free lives, date and stay out late.
  8. Accounting.
  9. She worries that they will have trouble living without her.
- II. **hardly** – almost never, **barely** – only just enough, **make ends meet** – cover your expenses, **become Americanized** – adapt to American culture, **change her/his mind** – decide something different, **I wish he/she would** – I want him/her to . . .

V.

#### Para. One:

**Intro.** - She has helped her parents by translating ever since they came to the U.S.

**Topic Sentence** – My parents and I have lived in the U.S. for 15 years but . . .

**Supporting Details** – 1. 8 yrs. old 2. rarely a peaceful hour

#### Para. Two:

**Topic Sentence** – As much as I love my parents, I wish they would become more Americanized . . .

**Supporting Details** 1. parents work in a factory with other Chinese immigrants 2. struggle to make ends meet and save 3. a Chinese girl lives with her parents until she marries 4. American friends/envy

#### Para. Three:

**Conclusion** – she faces a dilemma, she wants to move out but worries about her parents

**Topic Sentence** – When I get a job, I’ll try to change my mom’s mind . . .

**Supporting Details** 1. graduate with accounting degree 2. tired of explaining to her friends 3. she worries about her parents

**Focus Area: 3      Writing a paragraph on a familiar topic**

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**Activity: 1      Writing a descriptive paragraph based on personal experience**

1. Assess your student's ability to do this writing task. Your student's educational level in his native language will affect his ability to write in English. If he needs additional practice, try some of the activities described below in *Variations* before attempting the paragraph composition exercise.
2. Help your student choose one of the following as a topic area. Describe: attaining a personal or family goal or a personal problem and how you solved it or another personal experience and why it was important. Brainstorm ideas and decide on a specific topic. The activities in the lessons on problem solving (**Focus Area 1**) and narrative reading texts (**Focus Area 2**) may have brought out some themes that are especially relevant to your student. Also see the handout **Ideas for Topics: Writing a Paragraph on a Familiar Topic**.
3. Follow the suggestions described in **Steps in the Writing Process** (next page). If you work with more than one student, they can work together to brainstorm ideas and give each other feedback on their drafts. To help your student get some practice with the concept of a topic sentence and supporting details, go through the worksheets provided here. Also, there are exercises after the two readings in **Focus Area 2** that include more practice with paragraph organization.

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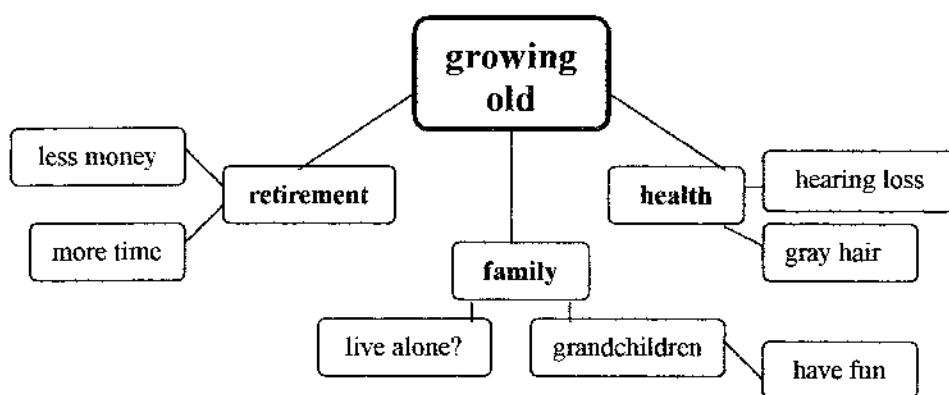
***Variations:***

If your student has trouble writing, i.e. 'writer's block', give your student lots of informal writing practice before attempting to write an organized paragraph. **Dialog journals or email exchanges** are good ways to do this.

For a **dialog journal**, have your student bring a small notebook such as a Blue Book or steno pad to class. Each week, decide on a topic with your student and ask him to write a paragraph or two for you. The topic can simply be what your student has done in daily life - something about his family, school or work. When you get the notebook from your student, write a few sentences in response to the **content** of your student's journal entry. Avoid correcting grammar, spelling or punctuation but note the kinds of mistakes you see and address them in your lessons. Your responses will serve as a model for your student. You may end up with a kind of running written dialog. The purpose of this exercise is to encourage your student's writing by helping him gain confidence and skill. **E-mail exchanges** can be similar and give your student practice using the computer as well.

## Steps in the Writing Process

1. **Choose a topic**
2. **Brainstorm ideas:** Think of questions to draw out what your student already knows about the topic. Choose one or more of the following brainstorming techniques to generate as many ideas as possible. Record all ideas and evaluate later what is usable or not. Your student could work individually, in a pair or small group.
  - **List ideas** that come to mind associated with the topic. Have your student write down every idea then re-read the list and circle the ones that he might want to use.
  - **Make a time-line.** This is especially good for topics that involve events in chronological order. For each event, have your student write down a couple of related ideas.
  - **Do free writing.** Write about the topic without stopping for 5-10 minutes (or more). If your student runs out of something to write, have him write anything that comes to mind until the time is up. Afterwards, ask him to re-read and decide if there's anything he wants to use.
  - **Make a mind map.** Circle the topic in the middle of a piece of paper. Have your student write each word or idea in a smaller circle and connect it with a line. For each smaller circle, write down additional ideas in circles with lines. For example:



3. **Organize ideas:** Work with your student to make an outline, organizing the ideas he wants to use. Help your student decide what should be in the introduction, the body of the essay and the conclusion. Work on developing topic sentences and supporting details for each paragraph. Remind your student to be sure to include lots of examples to give the reader a clear picture of what he wants to say.
4. **Write a draft:** Tell your student not to worry too much about grammar and punctuation. That can be fixed later.
5. **Revise and edit draft:** Ask your student to re-read his draft to check organization and clarity. Reading the draft out loud may be a good way to catch awkward passages. Help your student find his own grammatical, spelling and punctuation errors. In pairs and small groups, students can exchange drafts to give each other feedback. Remember to be diplomatic in giving correction. Students' self-confidence in writing is crucial.
6. **Write the final draft.**

## **IDEAS FOR TOPICS: Writing a Paragraph on a Familiar Topic**

### **1. Attaining a personal or family goal**

- Buying a house
- Getting a job, getting a promotion or a raise
- Getting married
- Having a baby
- Getting a certificate or degree in school
- Moving to a new place
- Learning how to do something new

### **2. A personal problem and how you solved it**

- Family: spouse, marriage, raising children, home life, renting or owning a house/apartment, finding childcare, health concerns
- Work: getting or keeping a job, boss, co-workers, safety, low pay, no benefits, work schedule
- Community: citizenship, transportation, school, recreation, neighborhood safety, social contacts

### **3. A personal experience and why it was important**

- Deciding to leave one's native country, coming to the U.S., adapting to life in the U.S., culture shock
- Childhood experiences, school, getting married, having children, caring for the elderly, death
- Situations that were dangerous, exciting, challenging, emotional
- Job training and education, experiences at work

# Sentences

A paragraph is a group of sentences about the same topic. The main idea of the paragraph is usually given in the first sentence. This sentence is called the *topic sentence*. The other sentences add details to the topic and are called the *supporting sentences*.

- **Topic Sentences: Read the example**

The students in the class come from many different parts of the world. Some are from European countries such as Austria and Poland. Others are from Middle Eastern countries, like Lebanon and Libya. Many are from Asian countries like China. The largest number come from Latin American countries, such as Peru and Mexico.

- What is the topic sentence?

*The students in the class come from many different parts of the world.*

- Notice that all the rest of the sentences in the paragraph relate to the topic sentence. These are the supporting sentences.

- **Exercise 1: Read each paragraph and underline the topic sentence.**

1. There are many reasons why millions of Americans move every year. Some move to find better jobs. Others like places with better weather. Still others want to move to a place with less crime. Finally, many people want to move to a place with a lower cost of living.
2. Throughout history garlic has had many uses. The Romans gave garlic to their slaves for strength and to their soldiers for courage. During the Middle Ages, some people used garlic to keep the witches away. In the 18<sup>th</sup> century it was used to cure diseases. Even today some people believe that eating garlic can prevent colds.

- **Exercise 2: Choose the best topic sentence for each of the paragraphs and write it on the line.**

1. a. Skiing is expensive.  
b. Skiing is a popular sport  
c. Skiing has many disadvantages.

---

Many people enjoy it even though it is expensive and dangerous. A lot of people spend every winter weekend skiing, and many families go on winter ski vacations. Neither the high cost of equipment nor the severe cold keeps skiers away.

2. a. Taxes should be raised.  
b. Many teachers are not paid.  
c. Tax money is used to build new roads.

---

The city needs more money and will have serious problems if it is not raised soon. We need money to pay for new roads and to fix old roads. We also need money to pay teachers' salaries and to pay for services such as trash collection. In addition, more tax money is needed for financial aid to the poor.

## TOPIC SENTENCES AND SUPPORTING DETAILS

A paragraph is a group of sentences about the same topic. The main idea of the paragraph is usually given in the first sentence. This sentence is called the *topic sentence*. It introduces the topic and determines the information given in the other sentences. The other sentences give details about the topic and are called the *supporting details*. All the sentences in the paragraph should relate to the topic sentence.

**Look at the paragraphs below. Find the topic sentence and write it on the line. In each paragraph, there is one sentence that shouldn't be there because it doesn't relate to the topic sentence. Underline it and discuss why it doesn't fit.**

A.

My family bought a house for the first time last year. First, we had to save money for the down payment. That took about five years. Second, we found a bank that gave us a home loan. Then we found a real estate agent that we liked. Finally, after eight months, we found the right house. My boss owns his home, too. We are so happy to be out of the apartment where we lived before. Now my children can play in our yard and my father is growing a garden for the first time.

The topic sentence is: \_\_\_\_\_

B.

When I got a job working in a nursing home, I had a problem with childcare. My daughter was four years old at the time and I didn't earn enough money to be able to pay for childcare. I talked to my classmates and my teacher and they told me about the Headstart Program. I worked full-time and Headstart met only in the mornings so I needed something in the afternoons. My neighbor agreed to pick up my daughter after Headstart and watch her until I got home at 3:30. My neighbor got a lot of letters from her family in her country. She was old and she lived alone so, in exchange, I helped her clean her house and do grocery shopping on the weekends.

The topic sentence is: \_\_\_\_\_



## More Sentences

- Choose one of the following topic sentences and write a list of supporting details.

- Exercise is important for good health.
- Living in a foreign country is expensive.
- Portland is a good place to live.

Topic sentence: \_\_\_\_\_

### Details

- 1.
- 2.
- 3.
- 4.
- 5.

### Write your list in complete sentences

- 1.
- 2.
- 3.
- 4.
- 5.

- Write a paragraph based on your list.

**Focus Area: 4      Perform Basic Computer Functions**

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**Activity: 1      Understanding the Internet**

1. Refer to **Steps in a Narrative Reading Lesson** in Focus Area 2, Activity 2. Use this framework for reading and discussing the article **“What is the Internet?”**
  2. Have your student do the exercises following the article then have him find some web sites of interest using the suggested list in Focus Area 4, Activity 3
- 

***Variations:***

- Discuss aspects of the text of special interest to you and your student.
- Find and work on other simple texts related to these topics.

## WHAT IS THE INTERNET?

The Internet goes by many names: the **Net**, the **Information Superhighway**, **Cyberspace**. It is the largest computer system in the world, consisting of many millions of computers linked together to share information. There is a lot of interesting information available on the Internet in many different languages. Most of it is free.

### What does the Internet offer?

It connects you to the **World Wide Web**. This is the place where you can access the following resources:

- **Electronic mail (e-mail)** is a fast, easy inexpensive way to communicate with friends and family.
- **Information:** You can look up information on ANY subject, learn how to do things (build a house, speak Rumanian!), read newspapers and magazines, even enter libraries around the world.
- **Discussion Groups:** These groups can send you information about topics that interest you. You can also 'discuss' (through the computer) the information with others around the world.
- **Online shopping** and much much more.

### How did the Internet start?

In the 1960s, the U.S. Government connected many different military computers together to form one **network**. A network is a collection of computers linked together to share information. Twenty years later, the National Science Foundation used that same technology to allow universities and schools to be connected to each other. They improved the system, making it easier and faster to transfer information. By the early 1990s, many companies began offering access to people with computers at home. This allowed anyone with a computer and a **modem** (a telephone connection to a computer) access to the Internet. In 1993, the first web site for the public was created. Now there are billions of sites!

### How do you get connected?

Internet Service Providers (known as **ISP's**), and telephone companies, offer service for a fee. You pay about \$20 a month for access to the Internet through your home computer. If you do not have a computer at home, or if you do not want to pay a monthly fee, many public libraries, museums and schools offer computers with Internet connection where you can work for free.

## What is the World Wide Web?

It's part of the Internet and consists of billions of pages of information stored on computers around the world. Here's some vocabulary related to the Web:

- **Web Page** – a document on the Web which can include text, pictures, sound and video.
- **Web Site** – A collection of web pages maintained by a university, government agency, company or individual.
- **Web Server** – a computer directly connected to the Internet that makes web pages available to the world.
- **URL (Uniform Resource Locator)** – the address of a web page
- **Web Browser** – a software program that allows you to see information on the Web. Two examples are **Netscape** and **Internet Explorer**.

## How do you search the Internet?

You can use a **search engine** to help you find the information you want. Search engines ask you to type in a topic and press a search button. It is important to be very specific because there is a lot of information out there! **Google.com** and **infoseek.com** are two examples of good search engines.

---

## *What is the Internet?*

### **Exercises**

#### A. Vocabulary Practice

- Write the letter of the phrase that means the same as the vocabulary words listed here.
- |                    |       |                                       |
|--------------------|-------|---------------------------------------|
| 1. Internet        | _____ | a. web page address                   |
| 2. software        | _____ | b. written text                       |
| 3. modem           | _____ | c. cyberspace                         |
| 4. URL             | _____ | d. a computer program                 |
| 5. a search engine | _____ | e. telephone connection to a computer |
| 6. a document      | _____ | f. google.com                         |

#### B. Comprehension Questions

- Discuss these questions with your tutor **or** write the answers.
1. When was the first computer network created? Who created it?
  2. In what year was the first web page made for the public?
  3. What kinds of information can you get on the Internet?
  4. What are two of the most commonly used web browsers?
  5. What do Internet Service Providers do?

**ANSWER KEY**  
**What is the Internet?**

- A. c, d, e, a, f, b
- B. 1. In the 1960's. The U.S. government.
2. In 1993.
3. You can get information on any subject, learn how to do things, and access newspapers, magazines and even libraries around the world.
4. Netscape and Internet Explorer
5. They connect you to the Internet via your telephone.

**Focus Area: 4      Perform Basic Computer Functions**

**Suggested Props and Materials:      Computer with online connection (at PCC campuses and public libraries)**

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**Activity: 2      E-mail: opening an account, receiving and sending messages**

1. Make sure your student understands the basic idea of e-mail; messages can be sent electronically around the world via the Internet.
2. Have your student sit at a computer that is online. Let your student take charge of the computer while you coach him. Have your student access the web by double-clicking Netscape Communicator or Internet Explorer. Log on to [www.yahoo.com](http://www.yahoo.com) or [www.msn.com](http://www.msn.com) or another web site that offers free e-mail (see below). The directions in English for opening a free e-mail account are simple to follow and should not be beyond the grasp of the SPL 4 student with some help from the tutor. Both these servers allow users a choice of several languages, so your student may be able to review the information in his first language as well. Work with your student to correctly fill out the e-form.

Here are a selection of other websites that offer free e-mail:

<a href="http://www.hotmail.com">www.hotmail.com</a>	<a href="http://www.eudoramail.com">www.eudoramail.com</a>	<a href="http://web.synacor.com/">http://web.synacor.com/</a>
<a href="http://www.rocketmail.com">www.rocketmail.com</a>	<a href="http://login.mail.lycos.com/">http://login.mail.lycos.com/</a>	<a href="http://www.iec.org">www.iec.org</a>
<a href="http://www.zzn.com">www.zzn.com</a>	<a href="http://www.latinmail.com">www.latinmail.com</a> (in Spanish)	

**CAUTION!** Before you and your student begin working on the computer, please warn your student to never enter a credit card or debit card number into the computer. None of these free e-mail web sites cost money so there is no need to give out financial information.

3. Choose the mail icon and ask to register as a new user. Follow the directions and submit form.
4. Discuss e-mail addresses and how to create a good ID that no one else has already chosen.
5. Discuss need for and function of passwords.
6. Make a copy of initial welcoming e-mail from the server and create a question/answer lesson based on it.
7. Have student enter your e-mail address in the address book and send you an e-mail.

---

**Variations:**

- Begin an e-mail journal with your student if access to an online computer is available. See Focus Area 3, Activity 1 for more on dialog journals and e-mail exchanges. See **Recommendations for writing and responding to e-mail** for tips on how to best correspond with your student.
- Work on features of the address book. In each lesson, work together on another feature of e-mail.
- See if your student can locate e-mail addresses for family and friends back home or in other places.
- Help your student find an **e-mail pal** to correspond with. See the directions in this packet.

## ACTIVITY

### Finding e-mail friends

- Your instructor may first review ESL e-mail sites with you.
  1. Turn on the computer and open *Explorer*.
  2. Look at the list of Internet locations below for finding e-mail friends and type in an address to visit.
  3. Visit all three locations (sites).
  4. Select two sites and register.
  5. If possible, select and send e-mail to a person on at least one of the sites.
  6. Print everything you do so you have information if anything is forgotten.

#### SITES

ESL e-mail friends: sites for adults to visit: Sites where students can register independently.

<http://www.englishclub.net/e-friends/>

<http://www.europa-pages.com> (Click on the International pen pals icon at the bottom right).

<http://www.eslpartyland.com> (Click on the students' section, the e-mail title-7<sup>th</sup> box at the top -- it is green.)

---

#### Recommendations for writing and responding to e-mail

When writing e-mail, students should:

1. Refer to their partners by name, not only as they begin, but also in the body of the messages.
2. Always refer to something their partner said in the last message. This is the only way that their e-mail partners have of knowing that they were 'heard'. Also it is nice to respond in a manner that affirms the dignity of their e-mail partner. For instance, the student can say such things as "Maria, that was a helpful thought in your last message when you said...", "Boris, I liked your story about...", or "I have had a similar experience to your story about your nearly disastrous trip to the zoo, Valentina."
3. Generally keep messages relatively short. Also, short paragraphs fit on a screen better.
4. Give concrete examples. This is especially important with cross-cultural connections. It is often in the specific examples that students can really understand the meaning behind what their e-mail partners are saying.
5. Keep collaborative projects simple at first; let the process develop in complexity over time.



**Focus Area: 4      Perform Basic Computer Functions**

**Suggested Props and Materials:      Computer with online connection**

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**Activity: 3      Accessing the web and finding web sites of interest**

1. Explain to your student that each web page has a unique address, called the Uniform Resource Locator (URL). It begins with: **http**. URL's are as specific as any mail address and must be completely accurate.
  2. Find a URL of interest in the suggested list of web sites in this packet.
  3. Have your student open a web browser and go to the URL. From the **home page**, tour the website. Choose a few **hyperlinks** and let your student explore. (Explain these vocabulary words if needed.) Ask some comprehension questions to check your student's understanding of the content of the site.
  4. Choose one of the activities suggested in *Variations* to allow your student to get some practice using the Internet.
- 

***Variations:***

- Ask your student to think of topics he wants to explore.
- Access newspapers from your student's country/town.
- Find a website in your student's language.
- Show your student an ESL site (see list) and help him choose appropriate activities/exercises to work on.
- Complete the activity **Who Shares a Birthday with You?** Directions are included in this packet.

# Who Shares a Birthday with You???

**Skill-building:**        Learning to learn  
                              Using reference materials  
                              Using technology  
                              Communication

**Objectives:** Given URL's (Universal Resource Locators), encyclopedias, and other reference materials, the student will be able to:

1. Establish an Internet connection.
2. Use toolbar icons, arrow bars, and links to other sites.
3. Collect information about a famous person.
4. Analyze a reference work to see how extensive it is.
5. Discuss situations when it is better to use print materials or Internet-based resources.
6. Communicate this information with others.

## **Description of Activity:**

Students will be directed to a URL in which they can find a list of people who were born on the same day in history as they were. Students can then check various resources (URL's and print) to find out more about one or more of the famous people listed. Some individuals will be readily found in other on-line references, and others will not be. The link from this particular URL to more biographical information is available by subscription only, so other sources will need to be consulted. Students will discuss when it is appropriate to use an electronic database (when needing the ability to sort information in an unusual way, as by birthdate), and when it is perhaps more appropriate to use print materials (for general biographical information, print encyclopedias and biographical dictionaries may be more inclusive). Students will communicate the information about the person they have chosen to investigate with others. This can be in the form of journal writing, discussion with others, written communication via e-mail with others in the group. It can be fascinating to discuss the criteria used by editors for inclusion in biographical dictionaries and other databases.

## **Resources:**

1. Activity Sheet: Who Share a Birthday with You? (see following page.)
2. Encyclopedia Britannica's sample page: <http://www.eb.com/bio.html>
3. Data from Biography: <http://www.biography.com/biography/find/find.html>
4. The Internet public library has a list of reference books and encyclopedias at the following site: <http://www.ipl.org/> . Then go to the reference section of the library.

## Who Shares a Birthday with You ????

When were you born? \_\_\_\_\_

Let's check out a website that will tell you about others who were born on that date, but not necessarily in the same year!

1. When you have gained access to the Internet, type in this URL in the location bar:  
<http://www.eb.com/bio.html>
2. Follow the directions at this site and choose your birth month and day. (Use the arrow bars to move the month and days until you find what you want.) Read through the list of people sharing your birthday. Think about the following questions:
  - i. How many people are listed as having the same birthdate?
  - ii. How far back in time does this list go?
  - iii. Who decides what names to include on this list?
3. Choose the name of one person on this list.
4. Find out more information about that person. (There will be a little bit of information available at this site, but most of the information is available to people who pay to use the encyclopedia.) You will probably want to check some other places, such as encyclopedias and almanacs. You may also check these Web sites: <http://www.biography.com/biography/find/find.html>  
Or <http://www.ipl.org/ref> .
5. Consider the following questions:
  - Did you have trouble finding the information?
  - Who decides what makes a person famous?
  - Are there any groups of people who seem to be forgotten by these references?
6. Communicate this information to someone else, either via e-mail, journal, letter, or discussion.

## **SUGGESTED WEBSITES FOR ESL STUDENTS**

Websites are constantly changing. If you find something that is outdated or you know of an additional site to recommend, please contact Oregon Literacy at [info@oregonliteracy.org](mailto:info@oregonliteracy.org)

1. **Dave's ESL Café**

**Website:** <http://www.eslcafe.com>

Many interactive elements. You can practice reading, writing, grammar and listening through games, quizzes and a chat room.

2. **Randall's ESL Cyber Listening Lab**

**Web Site:** <http://www.esl-lab.com>

Lessons focused on listening skills. Dialogues and exercises/quizzes at varying levels of difficulty. Audio component.

3. **The Internet TESL Journal: Activities for ESL Students**

**Website:** <http://www.esl-lab.com>

Grammar and vocabulary quizzes at varying levels, crossword puzzles, bi-lingual quizzes, links to other ESL study sites.

4. **English as a Second Language – Rong-Chang Li**

**Website:** <http://www.rong-chang.com>

This site links you to high quality and free ESL learning materials. Includes “proverb of the day”.

5. **California Distance Learning Project**

**Website:** <http://www.cdlponline.org/cdlp/studact.html>

Many student activities including news stories with audio, articles on family, community, and work issues, lessons on voting, solving common problems, and filling out job applications. Lessons use video series “Connect with English” and “Putting English to Work”. Examples of innovative email projects.

6. **Citizenship and Civics**

Website: <http://bensguide.gpo.gov/index.html>

Lessons designed for K-12 but useful for adult ESL students. Lessons graduating in difficulty and labeled by grade level. Good for students interested in studying for the citizenship test.

7. **CNN San Francisco Learning Resources**

Website: <http://literacynet.org/cnnsf>

High interest current news stories are presented in easy-to-read text, audio and video. Lessons include exercises for each story.

8. **Holidays: History and Cultural Practices**

Website: <http://www.holidays.net>

Background information on common U.S. holidays. These short readings are appropriate for higher level readers.

9. **The Internet Public Library**

Website: <http://www.ipl.org>

Newspapers from all over the U.S. and the world. Online serials and e-zines. Search engine. Exhibits and teen/youth links.

# *Appendices*

Appendix A:	Grammar Reference Guide for Level 4
Appendix B :	Sample Attendance Form
Appendix C:	Sample End-of-Term Reporting Form
Appendix D:	Sample Certificate of Student Achievement

# Grammar Reference Guide

## ESL Level 4

- Use the following list of grammatical structures to help plan your lessons.
- Upon completion of Level 4 the student should be familiar with the following structures:

VERBS:	'to be' and 'to have' Simple Present in the affirmative and negative (I go / I don't go) Present Progressive in the affirmative and negative (I am going / I am not going) Simple Present vs. Present Progressive – a comparison (I go vs. I am going) Simple Past (Regular and common irregular past verbs.) (I went) Past Progressive (I was going) Future (will, be going to) Yes/No questions and short answers WH- questions Commands in the affirmative and negative
MODALS:	Ability (can) Permission (can, may) Necessity (must, have to, had to, have got to) Polite questions (would, could, can) Advice (should)
INFINITIVES:	Common Verbs + infinitives or gerunds (I want <i>to eat</i> , I like <i>eating</i> )
NOUNS:	Regular and irregular forms (table-tables, foot-feet) Possessive forms Count/Non-count and related expressions (many, much, a lot of)
PRONOUNS:	Subject pronouns (I, she, we etc.) Possessive pronouns (my, her, his etc.) Object pronouns (me, her, him etc.)
ADJECTIVES:	Descriptive adjectives (colors etc.) Demonstratives (this, these, those) Comparatives (-er, more, less) and Superlatives (-est, most, least) Comparisons (as.....as)
ADVERBS:	Frequency (always, sometimes, never etc.)
PREPOSITIONS:	Location (in, on, under etc.) Time (at, in, on etc.)





Tutor: \_\_\_\_\_ Learner: \_\_\_\_\_

Email: \_\_\_\_\_ Email: \_\_\_\_\_

New Address/phone: \_\_\_\_\_ New address/phone: \_\_\_\_\_

Caller: \_\_\_\_\_

**TOTAL LEARNER HOURS:** \_\_\_\_\_

**Tutor Prep & Transportation:** \_\_\_\_\_

**TOTAL NO. OF HOURS:** \_\_\_\_\_

Will you continue with your student next term? Y/N \_\_\_\_\_

Do you need a PCC parking permit? Y/N \_\_\_\_\_

**Comments on learner progress, attitude, etc:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Coordinator Use Only**

The learner you are working with is: **ESL/ABE/GED**

Level: 1 2 3 4

The Learner has

- Retained in program
- Left program
- No show or did not attend at least 12 hours
- Progressed within level or program
- Completed level or program
- Advanced to a higher level or program

*If student stopped meeting, please indicate reason:*

\_\_\_\_\_

What materials and tutor techniques are you and the student using?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**SAMPLE**  
**End-of-Term Report**

You will be receiving one of these at the end of every term. (In March, June, September, and December). Information is gathered from all seven VLT sites to give an overall picture of the impact volunteer tutoring has city-wide. Reports are produced at the end of every term, and at the end of the year.

**CERTIFICATE OF ACHIEVEMENT**

This certificate is awarded to

Has successfully completed the ESL Tutoring Level \_\_\_\_\_

*Portland Community College*



Tutor \_\_\_\_\_

Date \_\_\_\_\_