



Spring 1996

## A Quarter in Lynden's ESL 40: Process and Product

Justin T. (Justin Taylor) Maggart  
*Western Washington University*

Follow this and additional works at: [https://cedar.wvu.edu/wwu\\_honors](https://cedar.wvu.edu/wwu_honors)



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Higher Education Commons](#)

---

### Recommended Citation

Maggart, Justin T. (Justin Taylor), "A Quarter in Lynden's ESL 40: Process and Product" (1996). *WWU Honors Program Senior Projects*. 237.

[https://cedar.wvu.edu/wwu\\_honors/237](https://cedar.wvu.edu/wwu_honors/237)

This Project is brought to you for free and open access by the WWU Graduate and Undergraduate Scholarship at Western CEDAR. It has been accepted for inclusion in WWU Honors Program Senior Projects by an authorized administrator of Western CEDAR. For more information, please contact [westerncedar@wwu.edu](mailto:westerncedar@wwu.edu).



Honors Program

Bellingham, Washington 98225-9089  
(360) 650-3034

## **HONORS THESIS**

In presenting this Honors Paper in partial requirements for a bachelor's degree at Western Washington University, I agree that the Library shall make its copies freely available for inspection. I further agree that extensive copying of this thesis is allowable only for scholarly purposes. It is understood that any publication of this thesis for commercial purposes or for financial gain shall not be allowed without my written permission.

Signature *[Handwritten Signature]*  
Date 5/31/96

# **A Quarter in Lynden's ESL 40: Process and Product**

An Honors Senior Project  
by Justin T. Maggart

## General Introduction

As is indicated in the title, the hard copy of my Senior Project breaks down into two parts: process and product. The 'process' is represented by my Teaching English as a Second Language (TESL) Practicum Journal. This journal reflects the thoughts and feelings that I experienced during my first longterm exposure to an ESL setting. The Journal is by no means formal; instead of deciding on a particular format for my entries, I let them form themselves. I chose to approach the journal in this way so that my reflections could be seen in the clearest light, without the interference of rigid structures or expectations. I wanted to wait until near the end of the experience to crystalize my experiences into something more formal.

The 'product' of my experiences in Lynden this quarter is my Food and Shopping Unit. Whereas the Journal is more passive, the Unit shows how I can specifically implement the things that I have learned about language and language teaching over the course of the quarter. Though I did plan and teach some lessons during the quarter, the Unit plan enabled me to approach teaching a beginning ESL class from a more wholistic perspective. I had to plan the lesson according to the overall needs of the class throughout the quarter; the activities build upon each other and attempt to address all aspects of language fluency. Through the Unit I had the chance to impose a more formal notion of ESL teaching upon myself.

Above all, I don't want this stack of papers to distract you from the real substance of my Senior Project this quarter. There is no replacement for all of the hours that I spent in the classroom. In my opinion, real tangible experience with ESL teaching is that which is going to help me to become a better teacher. Throughout the quarter I realized the large quantity of assumptions that I had about ESL students and the nature of the ESL classroom. If I've learned anything, it's that assumptions are the bane of the ESL teacher. Every class, student, and day is unique. When I enter the class, I need to be prepared to be flexible in accordance with the needs of the day. Until I spent this time in Lynden, the notion of teacher flexibility was in my head only as a loosely formed abstraction. Only by continually exposing myself to real ESL setting can I honestly hope to improve as a teacher.

I've lived and learned a lot through this process, I hope you can appreciate and enjoy its final products.

Justin T. Maggart

June 7, 1996

# TESL Practicum Journal

## Introduction

I spent this quarter working in Whatcom Community College's ESL 40 class that met twice a week out in Lynden. This class primarily served the community of Spanish speakers supported by local agriculture. The students ages ranged from seventeen to forty-five. However, the majority of the students were Mexican and Guatemalan men. These students formed the core of the class - a group who regularly attended classes. There were also a few adult students from India.

ESL 40 is designed for early-beginning students. Though some students had attended the class the previous year, most students were at the very beginning of their English learning. As a result of the wildly fluctuating attendance, we would often have students who had never before been in an ESL classroom. In such a classroom, it is the teacher's job to constantly check for comprehension. However, students who had not had any experience with the classroom needed a bit of time to become comfortable in the classroom.

In addition to having very little formal education, the majority of the students didn't live day-to-day lifestyles that included much reading or writing. It was essential to make sure that the class materials are as communicative as possible; students needed the most authentic materials possible because few of them had much English in the first place.

Our class used a variety of materials. The majority of the handouts and activities were developed by Niki Mantas, the course instructor. We also used materials from the *Going Places* series, and used the beginning *Side by Side* and *Personal Stories* books for reading and grammar practice.

In my mind, the course's informal objective was to expose the students to the most comprehensible English that would fit within each two-hour class. Our evaluation was primarily limited to consistent comprehension checking, though we did have two class evaluations administered by Whatcom CC. Excessive evaluation would've only discouraged students who were experiencing long periods of exposure to comprehensible English for the first times in their lives.

## TESL Practicum Log

### April 2

Today was the first day of the quarter. The number of students was really low. After some presentation by Niki, we broke the class into four groups. I had the B group - students one step up from the very beginners. I know most

of the guys in my group (Noe, Leonel, and Alvaro) from the two weeks I came to Lynden last quarter. We laughed a lot.

I still don't feel fully comfortable in the classroom; it's strange having everyone's eyes upon me.

I had one of my first experiences with assessment. I tested a few of the new students. The first part of the test checked the students' knowledge of numbers and letters; I tested their ability to pronounce the words and then found out how well they could write them.

I want to help the students so much. Because of this, I tend to use a bit too much Spanish. I need to start using my other faculties; I have to draw information out of the students. I'm getting better, slowly.

My role in conversations outside of the class is unclear to me. What's proper? I've always wanted to know Spanish speakers within my local community, but there are certain sociolinguistic issues that I'm influenced by. Hopefully I'll just relax and let things happen. If anything, I want to appear to be a person to the students, not just a teacher.

#### April 4

The class was much larger today. We spent the majority of the class practicing saying and writing numbers so that the students would be able to write checks. However, very few of the students have checking accounts. It's good practice nonetheless. The students especially needed help practicing the teens and the tens (i.e. thirteen and thirty).

#### April 9

Today we worked on reading apartment want ads. To begin with, the students had to become familiar with the abbreviations that appear in such advertisements. By the time we had practiced these, the first hour was over. The second hour was spent working on reading in groups using the Personal Stories. They have a lot of difficulty sounding out the words in English. The main reason seems to be the arbitrary nature of English orthography. But I also think that few of the students have had much exposure to literary education.

#### April 16

The first half of the class was spent working with a sample rental application. It was Juan's first time in the class. He was showing a lot of hesitation about writing things down. I wasn't sure if this was because of his educational history or because he was afraid of being wrong. It's so hard for me to know how I can help them out in situations like this.

The second half was spent working out of Side by Side; my group and I practiced using the present continuous tense. Things felt good. When working with books like Side by Side, I'd like to rely less upon the books for the actual activities. The students responded best when I was actively teaching rather than simply going from number to number in the books.

### April 18

Wow. I had an opportunity to teach in front of the whole class. I taught basic direction words using a map and a TPR exercise. I need to really work on repeating words several times, staying aware of my intonation, speaking clearly, having good posture, and taking control. I think that I was a bit timid. I was glad that Niki jumped in from time to time to reinforce things. Her voice is really clear. She gives only the bare bones of what is necessary. I need to work on checking and staying within the students' levels of comprehension. I can't repeat too much; they need the most basic things to be repeated several times. During my feedback session with Niki during the break, she was very emphatic about the areas of improvement that I've just mentioned. It was a bit strong, but I need to be ready for plenty of feedback.

During the second half of the class we broke into our small groups. I modeled giving directions on a simple map. I wasn't sure if I was incorporating everyone enough. Malkit, a woman from northern India, was in my group. I was a bit concerned about excluding her because she doesn't speak Spanish, but things went well. She was actually one of the most responsive members of the group. I noticed how dramatically different her approximations of English sounds and sentence structures are when compared to the rest of the class. I hope to work with more students from countries other than Latin America. I always need to be wary of leaning too much on my Spanish.

On the whole, I shouldn't be talking too much in the first place. I can't just tell the students everything; that sort of learning is much too passive. I need to get them involved.

### April 23

After a somewhat traumatic time teaching last class, I have a few specific teaching goals in mind: (1) have the students speak or write to show their level of comprehension, (2) don't explain things, do them (show don't tell), and (3) be aware of the time spent presenting.

Mark is teaching today, so I have a chance to sit back and observe. As he reviewed the basic direction vocabulary, he had several problems with the overhead; he was either blocking it or the essential information had slid off of the edge of the screen. I could use some practice to make sure that I don't make the same mistakes. He also could've repeated the vocabulary words several more times so that the students could've had a better notion of the correct pronunciation of the words.

After the presentation we split the class into pairs. Since I've been out in Lynden I've gotten a better feel for the value of circulating among the students when they're working. They really respond; it keeps everyone on task with the assignment. Also, I can answer students' specific questions when necessary.

### April 25

Niki started the class off by presenting some transportation vocabulary (car, school bus, etc.). She did a bit of pronunciation work by distinguishing the difference between long and short vowel sounds; she specifically noted how the VCV combination creates the long vowel sounds. (Comparisons: rid-ride, hop-hope, hat-hate, us-use, etc.) I've noticed how Niki uses examples that have the same word or some other aspect so that the students can recognize a pattern and generalize for themselves (i.e. motorboat, motorhome, motorcycle). She also draws information out of the students using physical cues; she moves her hand under words on the board to get a choral response from the class. We finished the class working on distinguishing between the pronunciation of minimal pairs (i.e. Don, dawn, cot/caught, etc.). There were some difficulties caused by my lack of distinction in pronouncing some of these sounds. Though Niki pronounced them differently, they were very similar, if not the same, for me.

### April 30

I've started wearing my glasses more often lately. It makes a definite difference in how the students see me; I look a lot more like a teacher.

I'll be teaching in front of the whole class a week from today. I need to go out to Whatcom CC tomorrow to meet with Niki and take a look at some materials that they have in the ESL office.

Today someone is coming out to observe our class for accreditation purposes. He's going to ask the students some general questions about the classes to see if they're learning and are satisfied with the class as a whole.

It's interesting to see how age influences learning ability. The younger students, such as Artemio and Cristobal, are very quick to pick up on things. This could be explained by the fact that they both go to morning ESL classes in Bellingham. Also, Artemio graduated from high school in Mexico.

We laugh a lot in class. I'm glad that everyone one in my group is about the same age. It helps us to relate and relax.

### May 2

Niki isn't coming out with us today. Andy and I are responsible for presenting traffic signs/signals and car parts. While I was presenting signs, I noticed that my approach to presenting things is changing. First, I tried to have students answer questions about what they already knew, such as the colors of the road signs. This was a way for me to enable them to make generalizations. I tried to do the same when we went outside to do the TPR activity with car parts (i.e. tail light and head light, and rear bumper and rearview mirror).

The class went really well today. There was a smooth flow from the traffic signs outside to the cars, and back inside to complete the vocabulary worksheet. They responded well to the realia of the car; they learned the words with only a few repetitions. Actually touching the object appeared to help them remember the words.



The second half of the class was spent working out of Side by Side. I'm having challenges setting up a model that each student can follow. I've gotten better at using less Spanish and more gestures.

More than being a teacher, during breaks and at other odd times I function as a sort of human dictionary. Cristobal, one of the younger students, is always asking me what this or that means. It's fun; we most often end up laughing.

### May 7

We went out to Niki's office yesterday to see specifically what she wants us to teach. On one hand she seems to want us to be free to choose what we want to do. On the other, she seemed very limiting. She told us exactly what to do. There seem to be some very strong communication barriers between Niki and us practicum students; she works a lot and is seven months pregnant. I wonder how much longer she'll last

The class went rather poorly. I don't think that Andy or I had really thought through all of the parts of the presentation. Both of us seemed to react to the stress of presenting in front of the group by avoiding the lesson plan. We needed to focus more on the specifics of how things could've gone. Oh well.

### May 9

I just talked to Carol about my teaching that she observed last class. She gave me some really useful comments. I realize how truly ill prepared I was for the class. She might come to observe me a second time. I needed to put more time into thinking about what could happen during the activity that we used in our class.

Overall, I need to put some work into my lesson planning. I need to do a unit plan for my Senior Project within the next few weeks. I'm feeling some heavy evaluation anxiety, or is it apathy anxiety. Regardless, I need to get moving. The class that Carol observed was one of the weakest classes that I've been involved with.

I always need to be assessing the students' levels of understanding; I can't forget comprehension checks - they're essential.

"\_\_\_\_\_ in the field?" On the board, make the students fill in the blanks. I can make sounds with the same intonation to give them clues about which words work. Another useful technique is simplifying the question by linking the question work to the answer (core information) and then building the rest of the sentence.

Writing the students responses on the board is very useful. They are able to both see and hear the words that they say.

### May 14

It's nice to have only four weeks of school left. Today we are learning about looking for jobs, specifically in help wanted ads. After the presentation,

we circulate among pairs as they try to guess the meanings of various abbreviations.

Niki's technique for teaching and testing phonics is asking the students to spell out words as she writes them on the board.

During breaktime I talked to Ivan about music. He wanted to know the names of several instruments.

I had some difficulties working in the small group. Two of the students were at a much higher level than the third. It was difficult to compensate for this. The two higher students were completing exercises at a dramatically faster pace. What is the right approach to situations such as this?

After class we had a larger group conversation about music with Mark and Andy as moderators. Andy is very skilled at using humor to keep the students interested and involved. I have a lot to learn from this; I get too serious about teaching and forget that I'm not a robot. Laughing is a way to connect everyone, regardless of their language background.

### May 18

Today's class focused on job skills. I worked with a small group that was composed entirely of women (Indalia, Margarita, Elena, and Hortencia). I felt very comfortable. I spoke clearly, drew connections between the different skills (i.e. use calculator, use hand tools, etc.). I also reviewed the first vocabulary words several times throughout the practice to make sure that they weren't lost in the shuffle. After we practiced the vocabulary I asked each of them to list their skills. As they said or described them I wrote the skills on a piece of paper which I gave back to them.

This was Hortencia's first time in an ESL class. I didn't realize the full extent of this until it was Hortencia's turn to say her skills. Elena explained Hortencia's situation to me in English. I backed off accordingly and tried to accommodate Hortencia as much as possible.

Niki used a pocket board to construct simple questions and statements. I like this method because it shows the parts of speech being manipulated as chunks. Instead of having to write and erase the words, the chunks are always present. The students can clearly see how the transformation between question and statement takes place. They got the chance to move the chunks in the small groups using a smaller version of what Niki used in front of the class.

### May 21

Today the class is the fullest that I've ever seen it. The students received evaluation forms for the class. I had the chance to translate four of five of these. I don't think that the students are very accustomed to evaluating their teachers. The evaluations were typically very positive; most students thought that the class was good as it was and that it needed no improvements.

Carol is definitely going to come and observe Andy and me a second time. It's most likely that we're going to do something with the chunks similar to what was done last class.

### May 23

The course funding has been cut regardless of the fact that we consistently had more than 15 students. Regardless, we're no going to tell the class whathas happened; we're going to continue to come out on Tuesday's and Thursday's until the quarter is over. Niki will continue to come out on Thursday's, so we'll be responsible for a major part of the teaching.

The class started off with the standard assessment that is used at the beginning and the end of courses to determine if students' language skills have improved. The test starts with a listening drill. In my opinion, the tape would be difficult for a native English speaker to distinguish in some parts.

The second half of the class was pretty rough. The handout that we were going to use was difficult to apply to all levels. After some minor presentation we broke into groups; I got the low group. I struggled to accomodate the need of a few very new students, a completely illiterate student, and a mentally disabled student. I was having problems, to say the least; I was literally sweating it.

### May 28

Today Carol did her second observation. Andy and I were much more well prepared. The class went smoothly. Our thorough lesson plan really helped us keep things clear and controlled. I feel that humor and smiles had a lot to do with our success. From the beginning we smiled a lot and kept people involved.

### May 30

Today is tranquil. I arrived to class before anyone. I came early so that I could go to the Migrant Head Start meeting.

When reviewing skills, Niki gave the students meaningful chunks of the sentence (Where/Mark/work) and asks the students to construct them using what she has provided. She writes their responses on the board and helps them construct the parts that they've missed. It seems to interest students most when they've worked together with the teacher to produce something on the board.

Orally first, written later. I need to realize that most of these students are more oral than literary.

## **Reflection on the TESL Practicum**

This experience was the most valuable part of the TESL Program. I'm not saying that I didn't learn a lot from the other classes, it's just that nothing

beats doing the real thing. I now feel that I have a bit of a grasp on what to expect in an ESL classroom, but I'm just beginning.

I gained a sense for what all is involved in comprehension checking; it's based in an approach that permits the students to actively speak as much as possible. When I first started the practicum, I had a tendency to talk too much; I told much more than I showed. It is critical to give the students chances to practice that which is being taught, before you impose any sort of evaluation.

I also have gained much more of a sense for what it takes to be an effective teacher in the classroom. First, the manner in which I appear has a definite impact on the students' reactions towards me.

Posture, volume, and articulation are all crucial aspects of being a good ESL teacher. Second, preparing materials is essential to a smooth running classroom. Even if the class takes longer or goes in a slightly different direction than the lesson plan, there needs to be a well thought out foundation for this variation to build from. Flying by the seat of my pants is no fun.

Even as I have just listed these areas as my strengths, I realize that they are my weakness as well. In ESL classrooms, especially those like ESL 40, the teacher must be constantly vigilant. Teaching days vary one to the next; I need to consistently self-evaluate to make sure that I'm doing what I know I need to do. Even though I say that they are my strengths and that I know what I'm doing, I'm still just a beginner. I need to continue to have experience in the field if I expect to improve.

This summer I'm going to be working in the Migrant Head Start Program out in Lynden. This program provides child care and preschool for the children of migrant farmworkers while they are in the fields working. I'm really excited to have my first experience with some bilingual education. It's going to be nice to be outside of the University working in the community with Spanish speakers. My experience in Lynden this quarter got me interested in continuing to work with the growing Spanish-speaking community. In the Fall I plan on moving down to the Portland area to seek similar experiences. I'm excited for all that lies ahead of me.

## Unit Plan: Food and Shopping

**General Comments** - The form and content of this unit plan are based upon my experiences in the Lynden ESL 40 class. The unit is broken into four two-hour classes so that it can be used within the Lynden class or other classes that meet for two hours per class. In application, this unit would most likely extend beyond the fourth day into a fifth or sixth; each class varies greatly based upon the number of students and their level of English. It's always best to plan more than you can use. In addition, lesson planning, especially for a beginning teacher, is far from being an exact science. The effective ESL teacher needs to be willing to alter their plan in order to meet the students' language learning needs.

**Theoretical Basis and Approach** - Language is best learned when it is used to communicate meaningful information. In the past, many language teachers have relied too heavily upon drills and exercises that have little to do with the real classroom context. In other words, the students couldn't derive meaning from their most basic faculties -- the senses. After a few days in Lynden, I realized that the students needed meaningful contexts to best understand the English that we were attempting to teach them; because they had very very little English, we had to create situations that made sense with very few words of explanation.

As a teacher I must present a clear, predictable pattern of language so that the students can make generalizations. Before I assess the students' abilities to produce the content, I need to incorporate a section in which they can prove their understanding. Total Physical Response (TPR) activities are useful for this sort of assessment; the students respond physically to commands without having to say anything. Once the majority of the class has shown their comprehension, students break into pairs or small groups to engage in communicative activities that practice the material presented in class. The most useful communicative activities are those in which the students are exchanging personal information that is previously unknown to their audience. In this case, the classroom is not mimicking communication; it creates an environment in which the students can safely engage in real communication. These sorts of activities best serve beginning students, such as those found in Lynden. Students can take materials and language skills that they have learned and apply them directly to the world outside of the classroom.

**The Students** - The ESL 40 class is designed to accommodate the needs of refugee and migrant adults who are just beginning to learn English. The Lynden class primarily consisted of Spanish speakers from Mexico and Guatemala; however, a small group of students from India also attended classes. In general, class attendance was erratic; though there was a small core

of students who were at almost every meeting, only about fifteen of the registered students were present at each class.

The fluctuations in attendance made each class unique. One class might consist of eight of the higher level students, while the next might number eighteen students whose levels of English vary from high beginner to no English at all. Similarly, the students' experience with formal education varied; the class ranged from high school graduates to illiterate students. In general, literacy was not a central part of the student' lives. Most of the students were young male Spanish-speakers who worked on farms and in nurseries in Whatcom County.

**Assessment** - Because students are at the very beginning of their English learning, assesment, in its traditional sense, is not a fundamental aspect of the course. By this I don't intend to suggest that students aren't responsible for learning the course materials. On the contrary, it is my hope that they spend a large portion of the classtime practicing their English skills, - verbal and non-verbal. Duing these times it would be my duty, as an instructor, to consistently check for the students' level of comprehension. These comprehension checks are the core of the evaluation component of the class.

Because of the constant flux of students in the class, it would be ridiculous to make assumptions about each student's understanding of the class materials. There are so many subtle gradations of comprehension within each classroom; consequently, I must constantly evaluate the students' understanding of the materials that I present. However, I can't expect any degree of mastery from them. This sort of course provides a foundation on which the students can build their communicative competency. When students move onto higher level classes I assume that they would be expected to be more responsible for specific information. How could I realistically expect them to be tested if I can't even require homework in such a situation?

The more general sort of evaluation of the students levels of English and overall literacy would be done at the beginning of the course. Whatcom Community College administers a general English test to all participants in the ESL program. These tests, given at the beginning and the end of the course, give a very general notion of each students ability. In addition, I would personally administer a literacy test to new students. This test checks the students ability to associate the sounds of the letters to the leters of the alphbet and numbers. The students would then be asked to write a few short things so that I, as the instructor, would know their general level of literacy. When necessary, it's appropriate to do this literacy evaluation in the students' native language. However, this should be attempted only after the student has shown that they are not understanding the English.

### **Unit Objectives**

- Lesson #1: SWBAT use new food vocabulary in simple questions and statements.

- Lesson #2: SWBAT talk about the availability and quantity of foods using simple questions and statements.
- Lesson #3: SWBAT ask for and give locations of foods in a grocery store.
- Lesson #4: SWBAT read and understand grocery store shelf tags.

## Lesson Plan #1

**Objective:** SWBAT use new food vocabulary in simple questions and statements.

**Materials:** All of the foods necessary to represent several examples of count and non-count foods. Bring enough copies of the Food Vocabulary Worksheet and the Favorite Foods Interview Worksheet for the entire class.

**Before Class:** Set a wide variety of basic foods out on the table in front of the class. Write frames on the board: 'That's \_\_\_\_.' and 'Those are \_\_\_\_.' Also, write the frames for simple questions and answers on the board: 'What are these/those?', 'What is this/that?', 'Are these/those \_\_\_\_?', and 'Is this/that \_\_\_\_?'

**Warm-Up/Intro:** Introduce all of the students in the class, especially if there are new students. Ask the students what they had for breakfast. As they answer, write their responses on the board. Get a feel for the classes overall food vocabulary. Introduce the Food and Grocery Shopping Unit. ( 5 min.)

**Food Vocab. Presentation:** Ask the students the names of the foods. Limit questions to the forms, 'What is this?' or 'What are these?' As they say the names, write them on the overhead. Group the responses according to the following categories: count singular (requires an article), count plural, and non-count. If they respond with just the word, have them give a complete answer like those given on the board; review the relationship between the plural 's' and the form of the copula. Occasionally ask a student how to spell the response that he or she gave. If they don't know the answer, tell them. Repeat each name several times, and have the students do the same until it sounds like everyone one is participating. When necessary, use hand motions to indicate intonation. (10 - 15 min.)

**Simple Questions and TPR Comp. Check:** Ask the students to pick up certain foods without having them respond verbally. Once most of the students have shown their comprehension, pick up different foods and ask the simple questions, like those written on the board. When students respond, have them extend their 'yes' or 'no' into the appropriate response modeled on the board. After developing a pattern with affirmative responses, mix in negative responses. Once the pattern is well established, step away from the front of the class and request that students re-engage in the TPR activity. When they are holding something, ask questions using 'that/those' to indicate the spatial nature of the demonstrative pronouns. Have students give the same response to the questions as before. If they're showing enough comprehension, have the students form questions and direct them to other students. (15-20 min.)



**Pair Practice:** Break students into pairs. Hand out the Food Vocabulary Worksheet. Model the example for the class. If things still appear unclear, demonstrate #1 with one of the students. The students are expected to ask each other the questions from the worksheet orally, and then write the answers. Expect all of the students to finish the first half of the worksheet. Only the higher level students will make it to the second half in which they form their own questions. Circulate and answer questions. (20-25 min.)

**Breaktime:** (10 - 15 min.)

**Worksheet Review:** Go over the worksheet orally in class with the students. Have them ask and answer the questions out loud with their partner to check their pronunciation. (10 min.)

**Favorite Foods:** Introduce the concept of favorite foods by sharing some of my own favorite foods. Give favorites in some of these essential areas: fruits, vegetables, grains, meats, drink, and dessert. Explain each of these areas if necessary. Model sentences are 'What is your favorite \_\_\_\_?' and 'My favorite \_\_\_\_ is/are \_\_\_\_.' Ask a few questions of the students. Take five minutes for the students to ask the teachers or aides the names of their favorites.  
(10 - 15 min.)

**Favorite Foods Interviews:** Pass out the Favorite Foods Interview Worksheet. Model a few questions if necessary. Have the students fill out the first set of questions for themselves. Then have the students interview two other students and one teacher or aide. (20 - 25 min.)

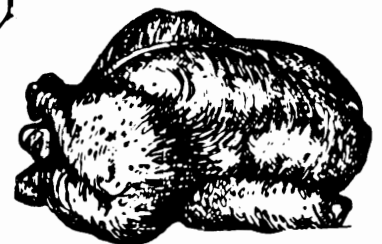
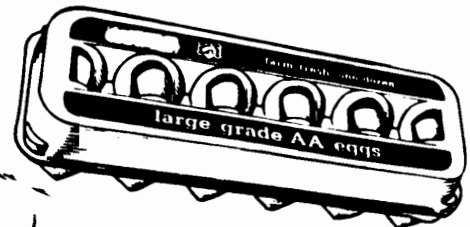
### Explanation of Materials

#### Food Vocabulary Worksheet

EXAMPLE: What are these?      Those are eggs.

Is that an apple?      Yes, it is.

1. What is this?      \_\_\_\_\_



2. What are these? \_\_\_\_\_ , \_\_\_\_\_ .



3. Is this milk? \_\_\_\_\_ , \_\_\_\_\_ .



Favorite Foods Interview Worksheet

What is your favorite.....?

Student #1

Student #2

Teacher/Aide

- fruit
- veggie
- grain
- meat
- drink
- dessert

## Lesson Plan #2

**Objective:** SWBAT talk about the availability and quantity of foods using simple questions and statements.

**Materials:** The same food realia that were used in Lesson Plan #1. Enough copies of the Dialogue Cloze for the whole class and a transparency of this exercise. A large clear glass. A container full of colored water. Enough copies of the quantity worksheet for the whole class. A large cupboard and refrigerator made out of butcher paper. Tape for the posters. Several cards with pictures of food on them (be sure to include pictures that show food items at various degrees of fullness).

**Before Class:** Spread the food out on the table in front of the class. Write the stems for the simple questions and answers: 'Is/Are there any \_\_\_\_ in the \_\_\_\_?', 'Yes, there's/there are some \_\_\_\_ in the \_\_\_\_.', and 'No, There isn't/aren't any \_\_\_\_ in the \_\_\_\_.'

**Intro/Warm-up:** Ask the 'What is/are this/these?'- questions that were presented and practiced in the last lesson (review). Have a few students pick up the food that you name and ask questions using 'that/those,' and reaffirm that the students should still give the same response that was used for the 'this/these' questions. Tape the refrigerator and the cupboard to the wall, so as to create a kitchen. Ask them the names of the room, and the few major appliances/features: fridge, counter, cupboard, etc. (10 - 15 min.)

**Model Dialogue:** Set up the model dialogue between you and one of the aides; you'll face away from the 'kitchen' while the aide will look into the refrigerator on the overhead. Ask the students to listen as you act out the dialogue. Pass out the Dialogue Cloze Worksheet. After the students look over the worksheet, have them listen without writing once again. The third time, have the students fill in the blanks (food vocab.) that are missing. Perform the dialogue a fourth and final time to give the students one more chance to write in the blanks. Put the overhead of the Dialogue Cloze Worksheet on the overhead, and review it with the class. Have them give the missing words as answers to your questions about the overhead; occasionally ask them to spell their response. (15 - 20 min.)

**'Any/Some' Presentation:** Still using the same overhead, underline the question and answer forms within the dialogue. Also, refer to the stems on the board. Ask the students questions about the glass and the colored water as you empty and fill it; repeat until the students recognize the pattern of question and response. Have some of the students ask other students questions. Emphasize that 'any' is the only option for questions, while 'any' is used for negative responses and 'some' is used for affirmative responses.

Ask questions about the foods in the fridge using the stems on the board as guides. Emphasize the plural 's' as a clue for determining the form of the copula (is/are). Ask questions until the majority of the class is able to produce an affirmative or negative response. (10 min.)

**'Any/Some' Worksheet:** Distribute the 'Any/Some' Worksheet to the class. Split the class into groups of three; have them take turns asking and answering questions. Focus the classes attention on the cupboard rather than the refrigerator. Present the example to the students, and do the first set of questions if necessary. Expect all of the students to do the first part of the worksheet, but expect only the higher level students to get through the entire sheet. Circulate and answer questions. (20 min.)

**Breaktime:** (10-15 min.)

**Worksheet Review:** Go over the worksheet with the students. Have them ask and answer the questions out loud with their partner. Help with pronunciation problems. (7-10 min.)

**Quantity Presentation:** Looking at the refrigerator once again, point to the various food items and give the appropriate statement: 'There is/are a lot of \_\_\_ in the \_\_\_ - \_\_\_.' or 'There is/are not much/many \_\_\_ in the \_\_\_ - only \_\_\_.' Be systematic. Have one of the aides list the appropriate foods under the category of 'much' or 'many.' Once there are three or four examples under each, reinforce the pattern of the plural 's.' (5-7 min.)

**Quantity Worksheet (Side 1):** Have the students look at side one of the worksheet. The refrigerator is at the front of the class is the students focus. Model the first one for the students. Then, read the questions for each picture and have them circle the correct response. Circulate to see if the students are understanding. (5-10 min.)

**Quantity Questions and Answers:** Direct questions about availability to the students. When one of the questions is answered in the affirmative, ask the question 'How many/much?' If they answer with a number attach an 'a lot' or 'not many/much' to the statement. Then, have the students fit their answer into the appropriate model statement. Repeat this process until the students are aware of the pattern. (10 min.)

**Quantity Worksheet (Side 2):** Have the students get into their same three person groups. Have them ask and answer the questions based on the picture of the grocery store shelves. Once again, the later part of the worksheet allows the more advanced students to form their own questions. If time allows, go over part of the worksheet. (20 min.)

## Explanation of Materials

### Dialogue Cloze Worksheet (Sample Fragment)

1: I'm hungry.

2: Me too.

1: I want to make some soup. Would you check our food supplies. I'll find a good recipe.

2: O.K.

1: Are there any \_\_\_\_\_ in the refrigerator?

2: Yes, there are some.

1: Are there any \_\_\_\_\_?

2: No, there aren't any.

1: I there any chickens?

2: Yes, we have some - almost two full \_\_\_\_\_.

### Quantity Worksheet (Side 1)

EXAMPLE Are there any onions in the refrigerator?

Yes, yes there are some.

1. Is there any butter? \_\_\_\_\_.

2. Are there any apples? \_\_\_\_\_.

3. Is there any milk? \_\_\_\_\_.

—> Side 2 of this worksheet would be in the same format, however the questions would ask for information such as 'How many?' or 'How much?'

### Lesson Plan #3

**Objective:** SWBAT ask for and give the location of food in a grocery store.

**Materials:** The same food realia that were used in the last two lessons. Signs to label the 'aisles.' Tape for the signs. A transparency with a basic map of a generic grocery store. Grocery store shelf transparency. Enough copies of the A and B info-gap sheets for half of the class.

**Before Class:** Arrange the tables and/or desks so that they form aisles. Put tape on the back of the aisle signs so that they can be easily put up for the Aisle TPR activity.

**Intro/Warm-up:** Review from the last class by putting up the store shelf overhead and asking the students questions about the various foods. At first, use the 'Is/are there any \_\_\_\_\_ in the \_\_\_\_\_?' and then move onto the 'How many/much?' questions. Write the questions on the board. As the students answer, write the correct portions of their responses on the board. Help them to construct the rest of the answers, writing their correct additions as they provide them. Ask the students where they buy their food. Indicate they're going to learn about the grocery store as well as the foods themselves. (7-10 min.)

**Grocery Store and Location Vocabulary:** Pantomime to define basic vocabulary words such as cashier, cash register, shelf, and freezer. Also, use picture from the picture file. Introduce the food sections by using 'Produce' as an example. Ask the students what foods can be found in this section. Present each section in a similar fashion until all of them are covered: Produce, Bakery, Meats, Dairy, Beverages, Deli, and the others that I can't think of right now. List the foods that students give under the appropriate section. Refer to the overhead map to indicate the probable positions of these sections in a grocery store; in addition, use the transparency and the classroom set-up to introduce the idea of an aisle. Using the same overhead introduce the prepositional phrases 'at the beginning,' 'in the middle,' 'at the end,' 'on the right,' and 'on the left.' (10-15 min.)

**Aisle TPR Sequence:** Put the signs up on the 'aisles' so that they are numbered. Say particular locations such as 'Aisle 3, at the end' and go to the end. When the appropriate position is reached, say 'I am \_\_ the \_\_\_\_\_ of Aisle \_\_.' Model this several times. Then, give the students the same information and have them move to that position, then give them another location and have them move to it. Repeat this process with several students. After they've got the hang of it, ask them 'Where are you?' Write a model on the board to help them respond. Repeat this until the students are comfortable with both the movement and the response. (15-20 min.)

**Asking for Food Location - Model Dialogue:** Introduce the terms 'cashier' and 'stocker.' If you don't know where something is, you have to ask an employee. Set up an aide as the employee and you as someone needing information. Read the model dialogue. (Make sure that the dialogue refers to either the classroom set-up or the overhead so that the students have some sensory support for the words.) Read the dialogue a second time. During the third reading, point to the stems on the board for the question and answer when they are used in the dialogue: 'Where is/are the \_\_\_\_\_?' and 'It/they is/are on aisle \_\_\_\_, \_\_\_\_ the \_\_\_\_\_.' (10 min.)

**Location Question and Answer:** Place all of the food realia at various places along the classroom 'aisles.' Model a question and answer about one of the foods. Next, direct questions to the students. Have them answer according to the models on the board. Once a pattern is established, have the students direct questions to one another. (15-20 min.)

**Breaktime:** (10-15 min.)

**Shelf Vocabulary:** Do a few more repetitions of the activity from before the break. Then pose the question, 'Where in the middle?' You need more information; once you've gotten to the right aisle area, you need to know shelf location as well. Project the shelf overhead on the screen and present the essential prepositions: 'above,' 'below,' 'next to,' and 'in between.' (10 - 15 min.)

**Location Info-gap:** Break the class into pairs. Assign an 'A' and a 'B' for each pair. Distribute the appropriate copies to each member of the pairs. Model one or two of the questions, then leave them to do it on their own. Circulate and answer questions. (20-25 min.)

**Dialog Construction:** After most of the groups have finished bring the class together and have a few students read the answers that they found during the exercise. Direct the students to construct a dialogue similar to that of the sample dialogue and the exercise that they had just completed. If necessary, provide the first statement. Write only what the students provide for you. If there are errors, indicate them and help the students work them through. (20 min.)

## Materials Explanation

### Location Info Gap

- This exercise consists of giving each of the students in a pair a copy of the same grocery store map with different information. For example, the student who had the 'A' map would have onions, eggs, milk, and potatoes on their

sheet. The student with 'B' would have other items, not including those on 'A.'

- The students would ask each other questions about the locations of foods based on the models on the board and the other side of their map. Because neither has the information that they're asking for, the students would be engaging in real communication.



## Lesson Plan #4

**Objective:** SWBAT read and understand grocery store shelf tags.

**Materials:** Single label overhead. Fold-up shelves. Food realia used in the previous lessons. Enough grocery store junkmail ads for the whole class.

**Before Class:** Set-up the same aisles that were present in Lesson Plan #3. Write the frames for the shelf tag simple question and response.

**Intro/Warm-up:** Review from last class. First have the students do a brief TPR: I say a place and they go to it. After a few students have done this successfully, ask them where they are. Write their answers on the board as they respond. Use non-verbal communication and/or clues to help the students fill in the words that they missed. Using the fold up shelves and the foods, ask the question 'Where is/are the \_\_\_\_?' Direct them towards using the prepositions presented in the last lesson. (10-15 min.)

**Quantity Vocabulary:** Distribute the grocery store advertisements among the students. Direct their attention to the quantity words that are exemplified: pound, dozen, loaf, head, quart, bag, jar, box, can bottle, and bunch. Whenever possible, have the students give their approximations of the words. Write their responses on the board. Practice pronunciation of their new vocabulary. Use the ads as a springboard for further questioning. (10-15 min.)

**Shelf Tags:** Put the single shelf tag transparency on the overhead. Point out the important information that the tags have to offer: name, size, price, and price per unit. Model the questions with 'How much is/are \_\_\_\_?' and responses with 'It's/They're \_\_\_\_ a \_\_\_\_?' Next, put up the transparency with the samples that are present on their shelf tag worksheet. Distribute the shelf tag worksheet. Ask students simple questions about different labels; use the frames to guide their responses. After a few practice labels, have the students break into pairs. (20 min.)

**Breaktime:** (10-15 min.)

**More Shelf Practice:** Continue to work on the worksheet. When the majority of the students appear to be finished, go over it with the students. Make sure to ask questions of specific students so that the more timid students don't get forgotten. (10-15 min.)

**Reading:** Break into groups based on ability levels and work out of *Side by Side*. While using the books, be sure to apply the grammar forms towards

the students' lives. Make it meaningful. Don't just drill them with the questions that are in the book. (30-40 min.)

### Explanation of Materials

#### Shelf Tag Worksheet

- The top of the sheet would have six sample shelf tags.
- The rest of the sheet would consist of questions such as 'How much is \_\_\_\_\_?' or 'How much are \_\_\_\_\_?' Students would be expected to answer according to the model, 'They are \_\_\_\_\_ a \_\_\_\_\_' or 'It is \_\_\_\_\_ a \_\_\_\_\_.'
- The second side of the handout would be for more advanced students. It would ask them the size (How big?) and have them decide on the relative values of different products (What's the best deal?).