

Course Outline

REVISED: September/2008



Course Description:

This competency-based course is designed to develop communicative competence in listening, speaking, reading, writing and numeracy for the immediate needs of adult English learners at the intermediate low level. A sequential grammatical structure base is integrated in the context of everyday life situations. The content and instructional strategies of this course reflect the English-as-a-Second-Language Model Standards for Adult Education Programs. This course outline contains content in the following areas relevant to Community-Based English Tutoring (CBET): The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills. It also contains SCANS activities that reinforce CBET goals such as Decision Making, Problem Solving and Reasoning.

Program:

English as a Second Language (ESL & Citizenship)

Course of Study:

English as a Second Language (ESL)

Course:

2:1030 ESL Intermediate (Low-High)

50-01-53

ESL Intermediate Low

Credits: 5

Hours: 200

Prerequisites:

ESL Beginning High (50-01-52), or (50-01-92) or equivalent skills

Note:

The number **50-01-93** is used for reporting hours students generate outside the classroom through Distance Learning program. The number **50-01-92** is used for reporting hours students generate outside the classroom through the Distance Learning program. The number **50-06-53** is used for reporting hours students generate through GED Preparation. The number **50-06-93** is used for reporting hours generated outside the classroom through GED Preparation Distance Learning.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

ACKNOWLEDGMENTS

Many thanks to the following people for sharing their knowledge, writing skills and classroom experience in the revision of this course outline: SHEILA FRIEDMAN, DARLEEN GUIEN, LIZ KOENIG-GOLOMBEK, MILTON PAPAGEORGIU and STEPHANIE STEPHENSON. Thanks to LARRY BUHL for his brief but appreciated contribution in the early stages of the project.

Thanks also to LIZ KOENIG-GOLOMBEK who not only contributed her expertise to the project, but was also a key writer and editor.

Special thanks to program liaison JEAN OWENSBY for her leadership, guidance, writing and editing.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

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ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

TABLE of CONTENTS

Course Outline Competency-Based Components	4-5
ESL Intermediate Low: Foreword	6
Using This Course Outline for Long-Range Lesson Planning	7-8
ESL Intermediate Low: Content	
Language Skill Proficiencies for ESL Intermediate Low	9-10
Competency-Based Components for ESL Intermediate Low	11-18
Structure Checklist for ESL Intermediate Low	19-25
SCANS Competencies and Foundation Skills in the ESL Classroom	26
Introduction to the Sample SCANS Activities	27
Classroom Activities: Competency-Based Components and Sample SCANS Activities for the ESL Intermediate Low Course	28-174
Sample Community-Based English Tutoring (CBET) Activities for the ESL Intermediate Low Course	175-191
ESL Intermediate Low: Technology	
Technology in the ESL Classroom	192
Sample Technology Activities for the ESL Intermediate Low Course	193-198
ESL Intermediate Low: Implementation	
Needs Assessment for the ESL Intermediate Low Course	199
Needs Assessment Form	200-203
Instructional Strategies	204
Lesson Planning	205
Sample Lesson Plan	206-210

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

TABLE of CONTENTS (continued)

ESL Intermediate Low: Evaluation

Suggested Evaluation Activities 211

1. Placement Tests

2. Ongoing Evaluation

3. Promotional Tests

Definitions of SCANS Competencies and Foundation Skills 212-214

Glossary of Common ESL Terms 215-219

Suggested Instructional Resources 220

Teacher Feedback Form 221

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 11-18

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES

p. 204

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Teaching strategies for this course are listed in the INSTRUCTIONAL STRATEGIES and LESSON PLANNING sections of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 11-18

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 211

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

FOREWORD

The purpose of this course outline revision is to integrate the elements of the ESL Intermediate Low curriculum - competencies, structures, and language skills - and to provide samples of integrated classroom activities that include SCANS skills and competencies. This outline was written and edited by teachers for teachers, with the hope that it would provide many ideas and suggestions for others in the field.

In addition to describing the course content of the Intermediate Low level and providing a curriculum guide that addresses student needs, the writing team hopes that this course outline will serve as a planning tool, resource book, and source of inspiration for classroom teachers in ESL programs throughout the Adult Division.

USING THIS COURSE OUTLINE FOR LONG-RANGE LESSON PLANNING

Long-range planning is an essential part of the teaching process. A well thought-out plan contains all the elements you will teach, laid out in a logical order. When done well, a long-range lesson plan will save you hours of work throughout the semester. It will give you a road map for your term, a tool for planning ahead for special projects, and a guide for creating your daily or weekly lesson plans.

Planning an ESL course involves reviewing the content of the course outline and developing ways of integrating the components of the course in an ongoing plan. The core content includes the three main components of: language skill proficiencies (listening, speaking, reading and writing skills), lifeskills competency areas and topics, and grammatical structures. Students work on these three areas continually throughout the course. The elements are integrated together and sequenced in an order that is developed by the teacher, with consideration of student input, needs assessment and testing results, and ongoing observation/evaluation of student progress.

The following is a sample method for planning the ESL Intermediate Low course which lays out specific steps and tips for the planning process.

Phase I - Creating a Draft of the Long-Range Lesson Plan

Long-range planning can be done in phases. The first phase happens before you begin teaching your class. Here are the steps for that process:

- Review the language skill proficiencies, competency-based components and grammatical structures contained in your course outline. (See Table of Contents.)
- Compare the competencies and structures that appear in the class textbook with those in your course outline. Make a list of those that are missing from the text.
- Determine how well your class textbook covers the language skill proficiencies in the course outline. Make a list of those language skills that need additional instructional time.
- Find (or plan to create) supplementary materials that will help you cover the competencies, structures, and language skill proficiencies that are missing from your text.
- Determine whether you are teaching a trimester course, Intermediate Low (a) or Intermediate Low (b), or a combined semester course, Intermediate Low, and how many weeks there will be in the term.
- Use the course outline, your text and your notes to draft a long-range lesson plan of what you expect to cover throughout the term on a weekly basis. Set aside days for testing and any special events. Creating a table or chart for this draft may be helpful. As part of your draft plan, list textbook chapters and supplementary materials you expect to use.
- If you will need to gather materials, plan a field trip, or invite a guest speaker, make notes about that on your draft as well.
- You may want to review in advance the promotional test that will be given for your level at the end of the term.
- Finally, in order to determine your students' learning priorities, create or select a general needs assessment you can administer during the first week of class. You may choose to use the needs assessment form from this course outline or another source, modify an existing one, or create your own. Keep in mind that the needs assessment should be aligned with the content of the course as described by the course outline.

USING THIS COURSE OUTLINE FOR LONG-RANGE LESSON PLANNING (continued)

Phase II - Honing the Plan

The second phase of long-range planning happens during the first week or two of class. During that time you may do the following:

- Describe the general content of the class to your students and elicit their feedback through survey questions or informal discussions (e.g., *Do you like to write in English? Do you speak English outside the classroom?*)
- Conduct the needs assessment contained in this course outline and review the results with your students. Note: Reviewing the results can be turned into a great classroom lesson. Involving the students in your planning will create buy-in and help students understand the purpose and continuity of your subsequent lessons.
- Observe/assess students' reading, writing, listening and speaking skills.
- If available, review your students' ESL placement test results.
- Compare the results of the needs assessment, observations and tests with your draft long-range plan.
- Revise your draft long-range plan based upon the results of your observations and the various assessments. Let student priorities and skills guide the order and time given to the various competencies, structures and language skill proficiencies. For example, if many students express an interest in the occupational competency area, you may select listening, speaking, reading or writing lessons that focus on workplace situations. If a specific competency area such as Community-Based English Tutoring (CBET) is not relevant to your class, or conversely, is already well-known to your class, the time devoted to that topic may be reduced.
- Share the main points and priorities of your long-range plan with your students. Point out the connection between their learning needs and your plan to meet those needs.
- At this point you may also want to talk to the students about the promotional test for your level.

Phase III - Revisiting and Revising the Plan

Over the course of the term you will often revisit and revise your long-range plan in response to the results of ongoing testing and the needs of new incoming students. However, because you are already familiar with your text, your course outline, and the supplementary materials you are planning to use, this should not be a monumental task. As you teach the course, keep notes of changes you make on a weekly basis. These will be helpful as you plan your next term.

Always keep in mind that, although the course outline is the foundation of the course and the promotional exams are based on the course outline, your students' needs should be the driving force behind instruction. This does not mean that students should be taught additional items that are too difficult for their level, but it may mean that you will want to emphasize one competency area and downplay another.

Phase IV - Reflecting on the Long-Range Lesson Plan

Once you have taught the course, review the plan from its inception in Phase I through its final form in Phase III. Make notes on what worked and what didn't – including suggestions for future classes. Keep those notes, along with the long-range lesson plan and any supplementary materials you may have developed, to help you make subsequent long-range plans.

LANGUAGE SKILL PROFICIENCIES
for the ESL Intermediate Low Course

Students will demonstrate the following language skill proficiencies upon exit from ESL Intermediate Low:

Listening

1. Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations containing some unfamiliar vocabulary.
2. Recognize basic constructions, such as subject-verb agreement (e.g., *He works*).
3. Demonstrate understanding of non-face-to-face speech such as telephone conversations, announcements and recordings containing familiar vocabulary.
4. Respond appropriately to a series of directions, commands or warnings.
5. Demonstrate comprehension of a brief, face-to-face oral account of past, present and future situations, activities, and events.
6. Demonstrate strategies to check for understanding (e.g., by asking a question).
7. Listen and identify specific information in contexts containing some unfamiliar language.

Speaking

1. Participate in simple face-to-face conversations, demonstrating basic social skills and courtesy requirements (e.g., thanking, greeting, apologizing).
2. Ask and answer questions in the present, past and future tenses on familiar topics.
3. Participate in telephone conversations.
4. Describe a sequence of past events on a topic related to personal life.
5. Give a series of directions, commands or warnings.
6. Participate in conversations in which some unfamiliar vocabulary is used in context of familiar topics.
7. Summarize short oral and written accounts.
8. Ask for and give clarification (e.g., *Did you say the blue one?*).

Reading

1. Interpret simplified, short narrative and descriptive passages on familiar topics.
2. Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.
3. Scan for specific information in life-skill materials (ads, schedules and forms).
4. Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
5. Interpret abbreviations for words previously learned in context of specific topics (e.g., employment or housing).
6. Skim a series of paragraphs from classroom and authentic materials for main ideas.
7. Make simple inferences from charts, tables, and short reading passages.

LANGUAGE SKILL PROFICIENCIES
for the ESL Intermediate Low Course (continued)

Writing

1. Take notes on familiar material transmitted orally.
2. Write related sentences to form paragraphs on a topic based on familiar material or personal experiences.
3. Write telephone messages.
4. Write short letters and notes (e.g., thank-you notes).
5. Use appropriate capitalization, end punctuation, and commas in simple sentences.
6. Fill out authentic forms (e.g., simple job applications, banking forms, etc.).

Numeracy

Numeracy is incorporated into the ESL competency areas of Community and Consumer Economics.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Intermediate Low Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Intermediate Low*		CASAS # CORRELATION
		(a)	(b)	
I. Personal Information (5 hours)	1. Give personal information about self, family, job history.	S	S	0.2.1
	2. Fill out authentic forms and applications (e.g., credit card applications).	S	S	0.2.2
II. Social/Cultural Interaction	3. Engage in small talk on topics such as traffic, jobs, and leisure activities (e.g., <i>What a great party! What's new?</i>)	S	S	0.2.4
	4. Use language appropriately in social situations.	S	S	0.1.4
	a. Thank someone (e.g., <i>Thank you for giving me a ride.</i>)			
	b. Apologize and make excuses (e.g., <i>I want to apologize for being late. There was an accident on the freeway.</i>)			
	c. Give and receive compliments (e.g., <i>What a nice jacket. Thanks. I got it for my birthday.</i>)			
5. Initiate and respond appropriately to interpersonal interactions.			0.1.3, 0.1.4	
	a. Make requests (e.g., <i>Can you help me with this box? Would you please close the door?</i>)	S	R	
	b. Make requests with <i>lend</i> and <i>borrow</i> (e.g., <i>Will you lend me a pencil? Could I borrow yours?</i>)	S	S	
	c. Make offers (e.g., <i>Would you like me to help you? Is there anything I can do?</i>)	S	S	
	d. Offer suggestions (e.g., <i>Why don't you look for another job?</i>)	S	R	

* The ESL Intermediate Low course is generally taught on a semester calendar. For the trimester courses of ESL Intermediate Low (a) and ESL Intermediate Low (b), instructors may choose to stress or review an item according to the "S" and "R" designations above. The "E" designation indicates that an instructor may choose to expose students to an item during the trimester, but not teach it in depth.

		Intermediate Low		CASAS # CORRELATION	
		(a)	(b)		
(30 hours)	e. Give and respond to advice (<i>e.g., I think you should go to a doctor.</i>)	S	R		
	6. Express preferences, opinions, agreement and disagreement.	S	R	0.1.2	
	7. Use clarification strategies.	S	S	0.1.6	
	a. Ask clarification questions to check for understanding (<i>e.g., Move the boxes upstairs. Move what? Those boxes. Where? Upstairs.</i>)				
	b. Ask for a definition (<i>e.g., Don't be silly. What does "silly" mean?</i>)				
	8. Identify appropriate greeting cards for given situations.	S	R	0.2.3	
	9. Write short letters and notes (<i>e.g., to make requests, ask for permission, express thanks.</i>)	S	S	0.2.3	
	<hr/>				
	III. Community				
A. School and the Classroom	10. Demonstrate understanding of American school structure and grading system (<i>e.g., My son's a junior. He's in the 11th grade. My daughter got an "A" in math.</i>)	S	R	2.5.5	
	11. Interpret a simple diagram of a school or campus to locate classrooms, offices, and other facilities.	S	R	2.5.4, 2.5.5	
	12. Communicate with school personnel.	S	R	0.1.2, 2.5.5	
	a. Request information.				
	b. Call school to report absences and make appointments.				
	c. Express needs and opinions at own or a child's school.				
	13. Identify educational programs available in adult and career education.	S	S	0.1.2, 2.5.5	

		Intermediate Low		CASAS # CORRELATION
		(a)	(b)	
B. Telephone	14. Call directory assistance for information.	E	S	2.1.8
	15. Follow written and recorded instructions for making phone calls (using a calling card, making a collect call, etc.)	E	S	2.1.7
	16. Identify appropriate cell phone usage and etiquette.	S	S	2.1.8
	17. Give and write short messages (<i>e.g., Mary wants you to call her.</i>)	E	S	2.1.7
	18. Leave phone messages on answering machines and voice mail (<i>e.g., Hello, Alice. This is Kim. Please call me at work. The number is 213-555-1234.</i>)	E	S	2.1.7
	19. Listen to recorded or automated messages and take brief notes about basic information (<i>e.g., store hours, prices.</i>)	S	R	2.1.7
	B. Neighborhood/ City	20. Ask for and give oral directions to places (<i>e.g., How can I get to...?</i>)	S	S
21. Demonstrate understanding of services provided by local libraries.		S	R	2.5.6
(35 hours)				
IV. Consumer Economics				
A. Transportation	22. Interpret schedules, information and announcements related to transportation.	S	S	2.2.4
	23. Identify basic parts of a car, car maintenance procedures and common car problems (<i>e.g., I've got a flat tire. My car broke down.</i>)	E	S	1.9.6, 1.9.7
	24. Ask and give simple information about a vehicle (<i>e.g., What's the make/model? How many miles does it have? How many miles per gallon does it get?</i>)	E	S	1.9.5

		Intermediate Low		CASAS # CORRELATION
		(a)	(b)	
B. Personal Finance	25. Demonstrate familiarity with basic banking terminology and services. a. Write or cash a check or money order. b. Apply for a checking account. c. Use and maintain a checking account (e.g., fill out a deposit slip, withdrawal slip, and record transactions). d. Identify the uses and risks of credit cards.	E	S	1.3.2, 1.8.1, 1.8.2
C. Housing	26. Inquire about rental units regarding move-in requirements, rental agreement/lease information, and items included in the rent (e.g., stove/refrigerator, parking, laundry facilities, utilities).	S	R	1.4.2
	27. Scan utility bills for basic information (e.g., amount due, due date).	S	R	1.5.3
D. Food and Shopping	28. Identify bargains and compare price, quality, and quantity (e.g., prices slashed, get a good deal on..., better than...)	S	R	1.2.2
	29. Interpret ads, circulars and coupons.	S	R	1.2.1, 1.3.5
	30. Identify and explain product defects to store personnel in order to exchange something or get a refund (e.g., something is missing, broken, cracked, doesn't work/run).	E	S	1.3.3
(40 hours)	31. Interpret basic cooking recipes.	E	S	1.1.1, 1.1.7
V. Government and Law	32. Demonstrate knowledge of basic functions of the three branches of government (e.g., The legislative branch makes the laws.)	S	R	5.5.2, 5.5.3, 5.5.4
	33. Explain orally and in writing events and persons associated with major national holidays (e.g., Martin Luther King was a Civil Rights leader.)	S	R	2.7.1
	34. Identify procedure to follow after a car accident.	E	S	1.9.7
(10 hours)	35. Describe a traffic accident or crime and fill out a simple report form (e.g., The blue car was going very fast when it hit the red one.)	E	S	1.9.7, 5.3.8

		Intermediate Low		CASAS # CORRELATION
		(a)	(b)	
VI. Health and Safety (15 hours)	36. Identify major internal organs, major diseases and common medical procedures.	S	R	3.1.1
	37. Ask and answer questions about common signs and symptoms of medical problems.	S	S	3.1.1
	38. Identify common medical and dental problems, procedures and remedies.	E	S	3.1.1, 3.5.4
	39. Identify necessary immunizations and tests (for school enrollment, employment, etc.).	E	S	3.2.2
	40. Confirm, cancel or change an appointment.	S	S	3.2.1
	41. Fill out a simplified medical history form.	E	S	3.2.1
VII. Occupational Knowledge	42. Inquire about job requirements and application procedures.	S	R	4.1.2, 4.1.3
	43. Demonstrate appropriate job interview behavior.	S	R	4.1.5
	44. Ask pertinent questions of interviewer (<i>e.g., What are the duties? When does it start?</i>)	S	R	4.1.5
	a. Express confidence.			
	b. Talk about accomplishments, personal qualities and experience.			
	c. State job/career goals.			
	45. Fill out an authentic job application.	S	R	4.1.2
46. Write a simple cover letter.			4.1.2	
47. Communicate with co-workers and supervisors.	E	S	4.6.1, 4.6.4	
a. Request help or clarification (<i>e.g., Can you show me how to..? Where do you want me to put these boxes?</i>)				
b. Follow and give a sequence of instructions (<i>e.g. First you...and then you...After that...</i>)				
c. Respond appropriately to correction (<i>e.g., You forgot to turn off the lights. I'm sorry. I'll remember next time.</i>)				

		Intermediate Low		CASAS # CORRELATION
		(a)	(b)	
(35 hours)	d. Request permission for vacations, leaves of absence, leaving early (<i>e.g., Could I talk to you about taking a vacation?</i>)			
VIII. Learning Skills	48. Identify individual learning goals for the term and steps for achieving them.	S	S	7.1.1
	49. Compare and contrast information in order to express an opinion (<i>e.g., I think you should buy this car because...</i>)	S	S	7.2.3
	50. Make simple inferences from charts, graphs, tables, and short reading passages.	S	S	7.2.4
	51. List, prioritize and organize ideas, steps, events and tasks.	S	S	7.2.2, 7.2.3
	52. Work cooperatively with peers to share information, get feedback, solve problems and accomplish group tasks.	S	S	4.8.1
(30 hours)	53. Identify basic uses of a computer: writing, information gathering, sending email, etc.	S	S	4.5.2, 7.4.4
IX. COMMUNITY-BASED ENGLISH TUTORING (CBET)				
A. The School Community	54. State the function of and personnel associated with different school offices on elementary, middle and high school campuses.	S	R	0.1.2, 2.5.5
	55. Read a list of magnet schools to determine their specialties and locations.	S	R	2.5.5, 4.9.3
	56. Request and complete applications for special school and district programs such as after-school programs, school lunch vouchers, etc.	E	S	0.1.3, 0.2.2

		Intermediate Low		CASAS # CORRELATION
		(a)	(b)	
B. Curriculum and Standards	57. Read and respond appropriately to report card grades.	S	R	2.5.5, 7.2.1
	58. Demonstrate comprehension of a standardized test report.	E	S	2.5.5
C. Parent/Teacher Communication	59. Ask and answer questions about homework assignments, study/work habits, and classroom behavior.	S	S	0.1.2, 0.1.5
	60. Initiate a problem-solving process between a child and his/her teacher when the child is: a. having a problem with the teacher. b. having a problem with another student or students (<i>e.g., What happened? What do you think the problem is? What are some different solutions? Which solution do you want to choose?</i>)	E	S	7.3.1, 7.3.2
	61. Complete a flyer tear-off or respond to a phone call requesting parent participation in the classroom by contributing food for a party, volunteering at a special event, going on a field trip as a chaperone, etc.	S	S	2.5.5
D. Home Learning Environment	62. Identify ways to create a print-rich environment in the home.	S	S	7.4.1
	63. Make a family schedule that includes parent/child time for homework assignments.	S	R	7.1.2
	64. Discuss appropriate and inappropriate work/study habits.	S	S	7.1.2, 7.1.4
	65. Model and facilitate appropriate test preparation at home: getting enough sleep the night before, eating a good breakfast, etc.	S	S	7.4.7
E. Tutoring Skills	66. Use picture and/or word cards to play simple vocabulary games with a child.	S	R	7.4.1

		Intermediate Low		CASAS # CORRELATION
		(a)	(b)	
(* hours)	67. Assist a child in clarifying instructions for homework assignments.	S	S	4.6.1
	68. Keep records, in chart or journal form, of tutoring sessions, including books and materials used, student progress, and tutor's feelings about the session.	S	S	7.1.2

*Community-Based English Tutoring (CBET) competencies are of special interest to parents of school-age children. Depending on the priorities and needs of the class, they may replace other competencies in the course. Substitution of competencies and competency areas should be based on a student needs assessment. (See Table of Contents.)

CBE
Competency-Based Education

STRUCTURE CHECKLIST
for the ESL Intermediate Low Course

Expose: The structure may appear in the lesson materials, but it is not explicitly practiced nor are students expected to use it.

Stress: The structure is taught and practiced extensively, enabling students to use it in appropriate situations.

Review: The structure should have been learned in the previous level but needs to be assessed to determine if teaching or additional practice is necessary.

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Interm. Low/A	Interm. Low/B	Interm. Low Combined
A. VERB STRUCTURES Demonstrate understanding and use of verb tenses in meaningful communication.	1. Use the <u>simple present tense</u> to communicate possession of objects and states in informal settings with have + got (e.g., <i>I've got your book. She's got a headache.</i>)		Stress	Stress
	2. Use the <u>present continuous/progressive tense</u> with events and situations <ul style="list-style-type: none"> a. that are ongoing but not necessarily taking place at this moment (e.g., <i>He's working for his brother.</i>) b. that will occur in the immediate future (e.g., <i>She's going to the doctor this afternoon.</i>) 	Stress	Review	Stress
	3. Use will to express a future certainty or scheduled event (e.g., <i>You'll need new tires soon. They're almost worn out. The wedding will be at 11 AM.</i>)	Stress	Review	Stress
	4. Use if + simple present + will + verb or if + simple present + going to + verb to express future possibility or certainty (e.g., <i>If I get a job I'm going to get a car. Your car won't start if you're out of gas.</i>)		Stress	Stress

	Intern. Low/A	Intern Low/B	Intern. Low Combined
5. Use the <u>simple past tense</u> with			
a. regular and irregular verbs at a definite time in the past (<i>e.g., I came to the United States in 1985.</i>)	Stress	Stress	Stress
b. the modal used to + verb to express past habitual actions (<i>e.g., I used to smoke.</i>)	Stress	Stress	Stress
6. Use the <u>past continuous/ progressive tense</u> for communication about events which were happening	Stress	Review	Stress
a. at a definite time in the past (<i>e.g., I was taking a shower when you called.</i>)			
b. simultaneously with another event (<i>e.g., He was cleaning while she was shopping.</i>)			
7. Use the <u>present perfect tense</u>	Stress	Stress	Stress
a. to refer to a state or situation which began in the past and continues in the present, often followed by for or since (<i>e.g., She's been a citizen since 1993. That house has been empty for months. How long has he worked there?</i>)			
b. to refer to an action completed in the indefinite past			
i. with an adverbial of indefinite time reference (<i>e.g., I've never smoked a pipe. Have you ever been to Canada? Has she eaten yet? We've already seen that movie.</i>)	Stress	Stress	Stress
ii. without an adverbial (<i>e.g., Have you read this book? I can't find my glasses. Have you seen them?</i>)	Expose	Stress	Stress
c. to refer to an action repeated more than once in the past (<i>e.g., I've eaten out three times this week. They've gone to Disneyland many times.</i>)			
d. with time adverbials (<i>e.g., today, this week</i>) to refer to an action which occurred within a time period that is not over (<i>e.g., I've written two letters this week. [Note that the week is not over yet.]</i>)		Stress	Stress

		Intern. Low/A	Intern. Low/B	Intern. Low Combined
	<p>8. Use the <u>present perfect continuous/progressive tense</u></p> <p>a. with an active verb to refer to an action that began in the past and continues in the present, often followed by for or since (e.g., <i>They've been talking for 45 minutes. I've been driving since 6:00 a.m.</i>)</p> <p>b. to refer to a recent action whose effect is evident in the present (e.g., <i>Why are your hands dirty? I've been working on my car.</i>)</p>	Expose	Stress	Stress
<p>B. IMPERATIVE MODE</p> <p>Demonstrate understanding and use of the imperative mode in meaningful communication.</p>	<p>9. Use positive and negative commands in indirect/reported speech (e.g., <i>Tell George to call me. The teacher told her not to eat in class.</i>)</p>		Stress	Stress
<p>C. MODALS</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<p>10. Express necessity or obligation</p> <p>a. with must (e.g., <i>You must be 18 to vote.</i>)</p> <p>b. with have to + verb (e.g., <i>I had to work last night.</i>)</p> <p>c. with have got to + verb in informal settings (e.g., <i>She's got to move to San Diego.</i>)</p> <p>11. Contrast prohibition using must not, with a lack of obligation with not + have to + verb (e.g., <i>You must not park in the handicapped zone. You don't have to pay the bill today. You can pay it next week.</i>)</p> <p>12. Express advisability with should (e.g., <i>He should go to a doctor.</i>)</p> <p>13. Make suggestions with Why don't you + verb (e.g., <i>Why don't you look for a different job?</i>)</p>	<p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>	<p>Review</p> <p>Review</p> <p>Stress</p> <p>Review</p> <p>Stress</p> <p>Review</p>	<p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>

		Intern. Low/A	Intern. Low/B	Intern. Low Combined
	14. Make formal requests with will and would (e.g., <i>Will you lend me a pencil?</i>)	Stress	Review	Stress
	15. Express ability, in a formal setting, with be able to + verb (e.g., <i>Are you able to work weekends?</i>)		Stress	Stress
	16. Request and give permission with be allowed to + verb and be permitted to + verb (e.g., <i>Are students allowed to park here?</i>)	Stress	Review	Stress
	17. Express possibility with might (e.g., <i>Call Jack. He might be home.</i>)	Stress	Review	Stress
	18. Express logical conclusion, with must (e.g., <i>The boss is yelling. She must be angry.</i>)		Stress	Stress
D. OTHER SENTENCE ELEMENTS	19. Use gerunds			
Utilize various sentence elements appropriately in meaningful communication.	a. as objects of verbs that cannot be followed by infinitives (e.g., <i>I enjoy dancing. She didn't finish making her dress.</i>)	Stress	Review	Stress
	b. as the object of a preposition (e.g., <i>Thanks for helping me. I'm tired of waiting. I'm sorry for not calling.</i>)	Expose	Stress	Stress
	20. Use infinitives			
	a. to express purpose (e.g., <i>I came here to study English.</i>)	Stress	Review	Stress
	b. as objects of verbs that can be followed by either gerunds or infinitives (e.g., <i>I like eating/to eat.</i>)	Stress	Stress	Stress
	c. as objects of verbs that cannot be followed by gerunds (e.g., <i>I offered to buy lunch.</i>)	Expose	Stress	Stress
	d. to make comparisons of degree using too + adjective + infinitive (e.g., <i>The coffee is too hot to drink.</i>)	Stress	Review	Stress
	e. after object pronouns, verb + object + (not) infinitive (e.g., <i>What do you want me to do? I asked you not to smoke.</i>)		Stress	Stress

	Intern. Low/A	Intern. Low/B	Intern. Low Combined
21. Use noun clauses appropriately.			
a. Use that clauses, with or without that , to express feelings, beliefs, ideas, opinions, and facts (<i>e.g., I'm sorry that I forgot your birthday. I know that... I think that... I'm sure that...</i>)	Expose	Stress	Stress
b. Use so or not to replace a that clause in response to a Yes/No question or a statement (<i>e.g., Is Gloria married? I think so/I don't think so. I think it's going to rain. I hope not.</i>)	Stress	Stress	Stress
22. Use adverbial clauses appropriately.			
a. Use time clauses with when, while, before, after (<i>e.g., I'll call you when I get home. He was cleaning while she was shopping.</i>)	Stress	Stress	Stress
b. Use clauses of reason with because (<i>e.g., I didn't come to class because I was sick.</i>)	Stress	Review	Stress
23. Use adjective words and phrases appropriately:	Stress	Review	Stress
a. comparative and superlative forms			
b. comparative forms of equality (<i>e.g., George is as tall as Tom. San Diego is not as big as Los Angeles.</i>)			
c. common phrases using participles as adjectives (<i>e.g., Are utilities included in the rent? Is food allowed on the train?</i>)			
24. Use determiners appropriately: a few, a little, a lot, plenty, most, all, several (<i>e.g., A few of the students speak several languages.</i>)	Stress	Review	Stress
25. Use pronouns appropriately			
a. to express possession: mine, yours, his hers, its, ours, theirs, yours (<i>e.g., It's mine.</i>)	Stress	Review	Stress
b. as direct and indirect objects (<i>e.g., John sold me his car.</i>)	Stress	Review	Stress

		Intern. Low/A	Intern. Low/B	Intern. Low Combined
	c. when the subject and the object are the same (reflexive pronouns): myself, yourself, herself, himself, itself, ourselves, yourselves, themselves		Stress	Stress
	d. to make indefinite references with pronouns such as one, another, other(s), any, some, somebody, anybody (e.g., <i>I'll take the blue one. Bring me another. I don't want the others. Do you want any?</i>)	Stress	Review	Stress
	e. to contrast it/them with one/some in making definite and indefinite references (e.g., <i>I can't find my glasses. Have you seen them?</i>)	Stress	Review	Stress
26.	Appropriately use adverbs			
	a. of time (e.g., <i>still, yet, already, by, anymore</i>)	Stress	Stress	Stress
	b. of degree (e.g., <i>nearby, almost, too, very, kind of, sort of</i>)	Stress	Stress	Stress
	c. of frequency (e.g., <i>ever, once in a while, rarely</i>)	Stress		Stress
	d. of manner, ending with -ly or not (e.g., <i>slowly, well</i>)	Stress	Review	Stress
	e. of comparison or superlative reference (e.g., <i>best</i>)	Review		Review
	f. of duration (e.g., <i>when, while, during, for</i>)	Stress	Stress	Stress
	g. of place (e.g., <i>anywhere, somewhere, nowhere, someplace</i>).	Stress		Stress
27.	Appropriately use prepositions			
	a. of direction and place (e.g., <i>towards, above, below, underneath, against, close to, far from</i>)	Stress	Stress	Stress
	b. of time (e.g., <i>until, by, during, in, before, after, since, for</i>).	Stress	Stress	Stress
28.	Use logical connectors to express order (e.g., <i>First, I... then/next/after that I... Finally, I...</i>)	Stress	Review	Stress
29.	Use get, have and take in common idiomatic expressions (e.g., <i>get married, have fun, take a test</i>).	Stress	Review	Stress

		Interm. Low/A	Interm. Low/B	Interm. Low Combined
E. SENTENCE PATTERNS Utilize various sentence types appropriately in meaningful conversation.	30. Use exclamatory sentences appropriately in statements (<i>e.g., How nice! That's awful! What a cute baby!</i>)	Stress	Review	Stress
	31. Use short questions appropriately in response to statements			
	a. to get additional information (<i>e.g., She's not coming to the party. How come?/Why not?</i>) b. to ask for clarification (<i>e.g., Tim: Move these boxes upstairs. Jack: Move what? Tim: The boxes. Jack: Where? Tim: Upstairs.</i>)	Stress	Review	Stress
		Stress	Stress	Stress

SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

The Secretary of Labor's Commission researched the demands of the workplace in order to find out what skills employers required from their employees. The Commission determined that "workplace know-how" is what makes people effective in today's jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in context.

Integrating SCANS competencies into ESL instruction promotes the development of skills employers are looking for. At the same time it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundation skills are embedded in this course outline in the minimal competencies and the sample activities. Many of the sample activities are cooperative in nature. Students work in teams to master English skills. As they work, they teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned, for example "Today I worked with a team;" "Today I organized my work;" "Today I used a computer;" allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

FIVE COMPETENCIES

Resources: Time, Money, Materials and Facilities, Human Resources

Interpersonal: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Information: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

A THREE-PART FOUNDATION

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye. Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

INTRODUCTION to the SAMPLE SCANS ACTIVITIES

The teacher’s task in teaching the ESL Intermediate Low course is to combine lifeskills competencies, grammatical structures, and language skills (listening, speaking, reading, writing) into a relevant, effective course of study. At the same time, the skills and competencies identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) can also be addressed by using activities that build interpersonal skills, teamwork, critical thinking skills, lifelong learning strategies, and the ability to use information, resources, organizational systems, and technology. (For more information on SCANS, see previous page.)

The Sample SCANS Activities on the pages that follow are suggested activities for the Intermediate Low course. They were developed and tested by teachers and represent successful activity types for pair and group work at this level. They incorporate SCANS skills and competencies while integrating language skills with lifeskills competencies and grammatical structures in realistic, interactive contexts.

The Sample SCANS Activities appear in order by competency number. Activities for competencies 1-53 from the Competency-Based Components section of this course outline are on pages 28-174. Sample activities for the five topic areas related to Community-Based English Tutoring (CBET) can be found on pages 175-191. There are three additional sample activities for incorporating technology in the Intermediate Low classroom on pages 193 through 198. The elements of the Sample SCANS Activities and their functions are described below.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
7. Consumer Economics B. Housing	22. Interpret and communicate household utility information. a. Obtain and cancel household utilities. b. Interpret household utility bills. Communicate mistakes on utility or telephone bills. 4, 1.5.3	16. Adverbial Clauses <i>(Please turn it off just after I leave, and turn it back on as</i>
SAMPLE SCANS ACTIVITY		
Stages of Lesson: <input type="checkbox"/> Warm Up <input type="checkbox"/> Introduction <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Application		
Steps for Sample Activity: Purpose: This is a writing activity in which students create a dialogue between a customer and a utility company employee. 1. Preview the language by having two students prepare a dialogue between a customer and a utility company employee. 2. Assign students to prepare a dialogue between a customer and a utility company employee. 3. Brainstorm a list of the important information the customer should provide, i.e. address, date the utility should be turned on or off, etc. 4. Divide the class into pairs and assign each pair a utility and instructions for having it turned off or turned on. 5. Give the pairs 15 minutes to produce a dialogue between a customer and a utility company employee. ** 6. Have several volunteer pairs present their dialogues to the class. Evaluate whether the customer gives all the important information. ** These steps serve as an evaluation step.	Approximate Time of Activity: 60 minutes	SCANS FOCUS Basic Skills: Listening/ Speaking/ Writing Thinking Skills: Creative Thinking/ Decision Making Personal Qualities: Sociability/ Self-Management Competencies: Resources- Allocates Time/ Allocates Materials and Facilities Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity Information- Interprets and Communicates Information

The Stage of the Lesson indicates where this activity fits into a class.

The Approximate Time also suggests how this activity can fit into a class.

The Activity Purpose states the learning objective and the type of activity.

The SCANS Focus indicates which language skills and SCANS skills/competencies students will practice during this activity.

The Steps of the activity include preparation, how to conduct the activity and an evaluation step.

COMPETENCY-BASED COMPONENTS and SCANS ACTIVITIES
for the ESL Intermediate Low Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	1. Give personal information about self, family, job history. CASAS #: 0.2.1	5a. Simple Past Tense 7a. Present Perfect Tense 27b. Prepositions of Time
SAMPLE SCANS ACTIVITY: Interview/Mixer		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

	SCANS FOCUS
Steps for Sample Activity: Approximate Time of Activity: 40 minutes	
Purpose: This is an interview/mixer activity in which students interview three different classmates, ask specific questions to get personal information, and then report their findings to their partners.	Personal Qualities: Self-Esteem/ Sociability/ Self-Management
1. Photocopy the Interview handout following this activity, one per student. Prepare a transparency of the handout.	Resources: Allocates Time
2. In class, explain that in this activity each student will interview three different people and write the information they gather on the Interview Sheet. Tell them that they cannot interview anyone sitting near them.	Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
3. Distribute the handouts. Model the activity with one or two students, recording their responses on the overhead transparencies. Explain that the answers should only include important information, not complete sentences.	Interpersonal: Participates as a Member of a Team/ Works with Cultural Diversity
4. Set a time limit of 15-20 minutes and start the activity.	
5. Circulate and monitor.	
6. Call time and ask students to return to their seats. Form pairs and explain that each student will now report their findings to a new partner. Model with a student volunteer. Explain that students must report the information in third person, using <i>he</i> or <i>she</i> . (For example: I interviewed Juan Garcia. He is 29 years old. He is married.)	

7. Give the class 10 minutes to report their findings to their partners. **
8. Circulate and monitor. When most pairs have finished, have a few volunteers report to the class.

** This step serves as an evaluation of the activity.

INTERVIEW

INTERVIEW QUESTIONS

CLASSMATE'S ANSWERS

<ol style="list-style-type: none">1. What's your full name? _____2. How old are you? _____3. Are you married or single? _____4. Do you have any children? If so, how many? _____5. When did you arrive in the United States? _____6. When did you start working at your first job? _____7. What did you do? _____8. How long have you lived in Los Angeles? _____9. Do you have a job now? What do you do? _____10. How long have you worked at your present job? _____	
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INTERVIEW QUESTIONS

CLASSMATE'S ANSWERS

<ol style="list-style-type: none">1. What's your full name? _____2. How old are you? _____3. Are you married or single? _____4. Do you have any children? If so, how many? _____5. When did you arrive in the United States? _____6. When did you start working at your first job? _____7. What did you do? _____8. How long have you lived in Los Angeles? _____9. Do you have a job now? What do you do? _____10. How long have you worked at your present job? _____	
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INTERVIEW QUESTIONS

CLASSMATE'S ANSWERS

<ol style="list-style-type: none">1. What's your full name? _____2. How old are you? _____3. Are you married or single? _____4. Do you have any children? If so, how many? _____5. When did you arrive in the United States? _____6. When did you start working at your first job? _____7. What did you do? _____8. How long have you lived in Los Angeles? _____9. Do you have a job now? What do you do? _____10. How long have you worked at your present job? _____	
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	2. Fill out authentic forms and applications (e.g., credit card applications). CASAS #: 0.2.2	7a. Present Perfect Tense with <i>for</i> and <i>since</i>
SAMPLE SCANS ACTIVITY: Reading/Form Filling		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 25 minutes	SCANS FOCUS
<p>Purpose: This is a form filling activity in which students use the information contained in a reading to fill out a credit card application.</p> <ol style="list-style-type: none"> 1. Photocopy the Biography/Credit Card Application handout following this activity, one per student. Cut the two sections apart to form a class set of each portion of the handout. Make a transparency of the application portion. 2. Explain that students will read about a person who wants to apply for a credit card and learn how to fill out a credit card application form. 3. Using the transparency, review/introduce the vocabulary on the credit card application. 4. Form pairs and distribute the half-sheet handout of the biography. 5. Ask students to read the biography aloud with their partners, helping each other with comprehension and vocabulary. Go over any questions about the reading with the class. 6. Hand out the credit card application form. Using the overhead transparency, show the students how to use the information contained in the biography to fill out the credit card application. Do one or two lines to demonstrate. 7. Have students fill out the application independently, using the information in the biography. Remind them that they will not put their own information on the form, but rather Paul Jones' information. When they have finished, have students compare their answers with their partner's. ** 	<p>Basic Skills: Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

8. When all pairs have finished comparing their forms, elicit answers, write them on the transparency, and discuss with the whole group. **

** This step serves as an evaluation of the activity.

Biography

Paul Joseph Jones was born in Sacramento, California on May 18, 1962. He works as a bank manager for National Bank Corporation. He has worked for National Bank since January of 1997. He makes about \$2,400 a month at his job. He lives with his wife Margaret and their two small children, Susan and John. Margaret works part time at a local retail store. She makes about \$1,000 per month. They live in their recently purchased home in Los Angeles, California at 3589 Figueroa Street, 90023. They have lived there for a year and a half. Approximately half of Paul's monthly income goes toward their mortgage payment. Their home telephone number is (323) 555-8538. National Bank is located near their home at 429 Main Street in Los Angeles, 90025. Paul's office is on the sixth floor. His telephone number at work is (323) 555-9723. The family has checking and savings accounts with National Bank. Paul's Social Security Number is 123-45-6789.

Credit Card Application	
First Name: _____	Middle Initial: _____
Last Name: _____	Date of Birth: _____
Social Security Number: _____ - _____ - _____	Number of Dependents: _____
Home Address: _____	
City: _____	State: _____ Zip Code: _____
Home Phone: (____) _____ - _____ Time at Home Address: _____ years _____ mos.	
Do you currently: ___ Own? ___ Rent? Monthly Rent or Mortgage: \$ _____ .00	
Company Name: _____	
Street Address: _____	Floor/Suite #: _____
City: _____	State: _____ Zip Code: _____
Business Phone: (____) _____ - _____ Time at Company: _____ years _____ mos.	
Occupation: _____ Annual Household Income: \$ _____ .00	
Do you have a (check all that apply)	
Checking Account? ___ Money Market/Savings Account? ___	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	3. Engage in small talk on topics such as traffic, jobs and leisure activities. CASAS #: 0.2.4	19a. Gerunds as Objects of Verbs 20 b/c. Infinitives as Objects of Verbs
SAMPLE SCANS ACTIVITY: Mixer/Loop Activity		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40-60 minutes	SCANS FOCUS
<p>Purpose: This activity is a mixer in which students ask and answer “small talk” questions. The same questions are used in a follow-up loop activity.</p> <ol style="list-style-type: none"> 1. Photocopy the Mixer handout following this activity, one per student, and prepare a transparency of the handout. Make one copy of the Loop Activity page. Cut the 12 strips apart and glue them onto index cards. Shuffle the cards. 2. Explain that students are going to pretend that they are having a party and will ask each other simple questions about daily activities, leisure, jobs and traffic. 3. Distribute the Mixer handouts. Using the overhead transparency, go over the questions for pronunciation and comprehension. 4. Model the activity with a student volunteer, filling in the information on the transparency to demonstrate. Ask the first question. Ask several people if necessary to find someone who answers “yes” and ask that person the follow-up question in the same square as well. Demonstrate how students should record the answers and the student’s name on the lines. Point out that they should not write complete sentences, only one or two words. Explain that once they have completed the questions in one square, they are to go to a <i>different</i> student and ask the questions in another square. Model the procedure again with another student volunteer, reminding the class that they must find someone who answers “yes” to the first question in each box. Reiterate that each student must find 12 <i>different</i> people who answer “yes” to the questions. 5. Set a time limit of 20 minutes. Ask the students to stand up and begin the activity. Circulate and monitor. ** 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Works with Cultural Diversity</p> <p>Systems: Understands Social and Organizational Systems</p>

6. Call time and have the students go back to their seats. Ask a few volunteers to share their answers with the class.
7. Distribute the 12 Loop Activity cards. Two students can share a card (A gives the response and B asks the question). Just make sure that the card with the ARROW is given to a single student who is not sharing. Note: This set of cards will accommodate a class of 12-23 students. For a larger class, repeat loop activity more than once and have students who don't have cards just listen to the entire chain of questions and answers.
8. Ask who has the ARROW and write the student's name on the board. Draw a circle and explain that the loop starts with him and ends with him. Explain that the student with the ARROW will ask the first question.
9. Explain the loop activity: After the first student asks the question at the bottom of the first square, the student who has the card with the corresponding response will read the answer out loud. Then that student (or his partner, if two are sharing the card) will read the question at the bottom of their card. The student who has the proper response to the second question will read the answer out loud, and then will read the question written on the bottom of his card. Students will continue in this way until the last question is answered by the student with the ARROW.
10. Have the student with the ARROW begin. Have the class continue in a chain until the last question and answer returns to the original student. **

** This step serves as an evaluation of the activity.

MIXER

<p>Have you been to Las Vegas? _____</p> <p>When did you go? _____</p> <p>name:</p>	<p>Did you have a good weekend? _____</p> <p>What did you do? _____</p> <p>name:</p>	<p>Do you drive a car? _____</p> <p>How do you like driving in Los Angeles? _____</p> <p>name:</p>
<p>Do you watch TV? _____</p> <p>What program do you like? _____</p> <p>name:</p>	<p>Do you like to go to museums? _____</p> <p>What is your favorite museum? _____</p> <p>name:</p>	<p>Do you like pizza? _____</p> <p>What kind of pizza do you like? _____</p> <p>name:</p>
<p>Do you take the bus? _____</p> <p>Do you think that a bus is comfortable? _____</p> <p>name:</p>	<p>Do you study English at an Adult School? _____</p> <p>What level are you in? _____</p> <p>name:</p>	<p>Do you like to dance at parties? _____</p> <p>What is your favorite dance? _____</p> <p>name:</p>
<p>Do you like sports? _____</p> <p>Which sports do you like? _____</p> <p>name:</p>	<p>Do you go to the beach? _____</p> <p>When did you last go to the beach? _____</p> <p>name:</p>	<p>Did you have a good day at work today? _____</p> <p>Why was it good? _____</p> <p>name:</p>

LOOP ACTIVITY

I'm in the Intermediate Low Level.



What did you do this weekend?

I went to the San Diego Zoo this weekend.

Do you like driving in Los Angeles?

I hate driving in L.A. The traffic is terrible.

What TV program do you like?

I like to watch the news on TV.

What is your favorite museum?

I love going to the Norton Simon Museum in Pasadena.

What kind of pizza do you like?

My favorite pizza is pepperoni.

Do you think that a bus is comfortable?

A bus is not very comfortable, but it is convenient.

When did you go to Las Vegas?

I went gambling in Las Vegas last summer.

What is your favorite dance?

I love to dance salsa.

Which sports do you like to play?

I like to play basketball, soccer and baseball.

When did you last go to the beach?

I went to the beach a month ago.

Why did you have a good day at work today?

I had a great day because I got a promotion.

What level English class are you in?

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	4. Use language appropriately in social situations. <ol style="list-style-type: none"> Thank someone. Apologize and make excuses. Give and receive compliments. CASAS #: 0.1.4	19b. Gerunds as Objects of Prepositions

SAMPLE SCANS ACTIVITY: Mixer

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This activity is a mixer in which students practice apologizing and making excuses.</p> <ol style="list-style-type: none"> Before class prepare a set of index cards, one per student. On each card, write a statement for which a person would have to apologize. For example: <i>You forgot my birthday, You're late, You took my seat, You forgot to call me, You left a mess, You didn't take out the trash, You stepped on my foot, You scratched my car.</i> Write on the board: <div style="margin-left: 40px;"> I'm sorry about _____ing. I apologize for _____ing. } _____ (excuse) </div> Review apologies by calling out some situations and having volunteers reply according to the model. For example: <div style="margin-left: 40px;"> Teacher: "You <i>forgot</i> to do your homework" Student: "I'm sorry <i>about forgetting</i> to do my homework." </div> Repeat each apology volunteered correctly, with the gerund form after the preposition <i>about</i> or <i>for</i>. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Works with Cultural Diversity</p> <p>Systems: Understands Social Systems</p>

5. Review some common excuses and write them on the board. (*e.g., I didn't know. I've been so busy. I was distracted. I wasn't paying attention. My car broke down.*) Practice the apologies again as before, but this time have students say the apology and then give an excuse, either from the board or from their own imagination.
6. When students are comfortable with the structure of the exchange, distribute the index cards with the situations on them, one per student.
7. Choose a volunteer to help you model the activity. Have the student first read his card to you. For example: "You're late." Respond to the student, "I am sorry about being late. My car broke down." Then read your card to the volunteer. For example, "You didn't take out the trash." The student responds, "I am sorry about not taking out the trash. I forgot." When the exchange is finished, trade cards with the student and demonstrate again with a new partner.
8. When the students understand the instructions for the activity, have them all stand up and mix with other class members. Tell them that they can refer to the board if they need to. Remind them to trade cards with each partner before they practice the exchange with a new partner.
9. After 10-15 minutes, call time and have students return to their seats. Call on several students read their cards out loud and other students to apologize and give an excuse. After each exchange, ask the class to evaluate the excuses by giving thumbs up for a good excuse; thumbs down for a bad excuse. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	5. Initiate and respond appropriately to interpersonal interactions. <ol style="list-style-type: none"> Make requests. Make requests with <i>lend</i> and <i>borrow</i>. Make offers. Offer suggestions. Give and respond to advice. CASAS #: 0.1.3, 0.1.4	19b. Gerunds as Objects of Prepositions 14. Requests with <i>will</i> and <i>would</i> 25b. Pronouns as Indirect Objects

SAMPLE SCANS ACTIVITY: Dialog Substitutions

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 25 minutes	SCANS FOCUS
<p>Purpose: This is an interactive speaking activity in which students make requests using the words <i>borrow</i> and <i>lend</i>.</p> <ol style="list-style-type: none"> Collect pictures of items or small realia such as toy cars, keys, doll clothes, play money, etc. to use as items that students will ask to borrow from each other. Prepare sets of items for each group of 4-6 students. Each set can be placed in a bag or envelope, or groups can simply lay out the items on the table. There should be at least one realia item for every student in the group. Each group will also need a coin to toss for heads or tails. Use the following conversation to review the use of <i>borrow</i> and <i>lend</i>, stressing the fact that the person who has the item does the lending and the person who needs the item does the borrowing. Have two students act out each conversation below as a model, using a real pencil. Have the "owner" (lender) hold the pencil and give it to the borrower at the appropriate point in the conversation. <p style="margin-left: 40px;">A: May I borrow your pencil? I need it to take the test. I'll return it to you when the test is over.</p> <p style="margin-left: 40px;">B: Yes you can borrow it.</p> <p style="margin-left: 40px;">A: Thank you for letting me borrow your pencil.</p> <p style="text-align: center; margin-top: 20px;">OR</p> 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Material Resources</p> <p>Information: Interprets and Communicates Information</p>

A: Would you lend me your pencil? I need it to take the test. I'll return it to you when the test is over.

B: Yes, I can lend it to you.

A: Thank you for lending me your pencil.

3. After practicing the conversations thoroughly, explain that the students will practice borrowing items from their classmates. A toss of a coin will determine which word, "borrow" or "lend," should be used: heads = borrow, tails = lend.
4. Break the class into groups of 4-6 students and distribute one set of items to each group. Make sure each group has a coin to toss. Have each person pick one item or picture from the set.
5. Have students take turns flipping the coin and making requests to borrow items. (They can ask anyone in the group to "lend" them an item.) A single turn consists of 1) flipping the coin, 2) making a request of an owner with an explanation as to why the item is needed and when it will be returned, 3) the owner agreeing to lend the item or refusing with a polite explanation, 4) other members of the group listening to the conversation and deciding whether *borrow* or *lend* was used correctly.
6. When all students in the group have had a turn, the "borrowed" items are returned to the "owners" with a word of thanks for their help.
7. Have one pair from each group present an exchange to the class. **

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/ Teaches Others

Systems: Understands Social Systems/ Monitors and Corrects Performance

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	6. Express preferences, opinions, agreement and disagreement. CASAS #: 0.1.2	N/A
SAMPLE SCANS ACTIVITY: Brainstorming		

Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

Steps for Sample Activity: Approximate Time of Activity: 40-50 minutes	SCANS FOCUS
<p>Purpose: This is a brainstorming activity in which students express opinions on an issue.</p> <ol style="list-style-type: none"> 1. Review the concept of a “brainstorm” as an activity in which everyone says whatever ideas come to mind without judgment or censorship. When all understand the concept, ask students to brainstorm issues/concerns in their school while you write them on the board. Some examples might be: “Many people are coming to class late,” “The school should provide books for the students,” “Too many people are getting phone calls during class,” etc. 2. Put students in groups of four. Assign each person a role. The Recorder will write the group’s ideas, the Reporter will report the ideas to the class, the Coach will make sure that everyone contributes and is on task, and the Timekeeper will keep track of time. 3. Assign each group one of the issues the class previously brainstormed. Tell groups that they are to brainstorm possible solutions to the problem and their recorder will write them down. Remind them that in a brainstorm, all ideas are valid and there is no such thing as a bad idea. Give groups 10-15 minutes to brainstorm. 4. Call time. Now tell the groups that they are to discuss their ideas and choose the best solution to present to the class. Students should take turns giving their opinions as to which solution is the best. Other students should feel free to agree or disagree with their ideas. (Depending on the cultural make-up of your class, you may want to remind the students that in the USA, many people value honest opinions and it is okay to agree or disagree.) If necessary, review ways to agree and disagree. (<i>e.g., I agree. You’re right. I’m not so sure. I disagree.</i>) Set a time limit of 10-15 minutes. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability/ Self- Management</p> <p>Resources: Allocates Time/ Allocates Human Resources</p>

5. Call time. Have each group's reporter share their solution with the class. Ask the class their opinion of the solution. **

Follow-up Activity: Have students/groups compose a letter to the appropriate person (teacher, principal, superintendent, etc.) stating the problem and the proposed solution.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social Cultural Interaction	6. Use clarification strategies. a. Ask clarification questions to check for understanding. b. Ask for a definition. CASAS #: 0.1.6	31b. Short Questions for Clarification

SAMPLE SCANS ACTIVITY: Interaction Lines

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is an interaction activity, done in lines, in which students practice asking for clarification and clarifying spoken instructions.</p> <ol style="list-style-type: none"> 1. Make a copy of the Request/Instruction Strips following this activity. Cut the sentences into strips and glue them on index cards, one for every two students in your class. For the grammar explanation in step 4, prepare five large cards or 8 1/2 x 11" sheets of paper that say <i>what? where? when? it, and them.</i> 2. Write the sentence <i>Please take the boxes to the kitchen this afternoon</i> on the board. 3. Presentation: Direct students' attention to the sentence on the board and explain that it is an oral request or instruction given to someone at work. Talk about the need to clarify if any part of the instruction is not understood. Give examples in which you garble or mumble a portion of the sentence (e.g., <i>Please take XX XXX to the kitchen this afternoon, Please take the boxes to XX XXX this afternoon</i>) to simulate a situation where clarification is needed. 4. Explain that we can ask for clarification in English by using a question word to show which information was missed and needs to be clarified. Show how such a clarification question is structured by giving the following explanation: 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others/ Works with Cultural Diversity</p> <p>Systems: Monitors and Corrects Performance</p>

- Use the large card or sheet of paper that says *what?*
 - Underline the words *the boxes* on the board and then repeat the sentence with that portion garbled.
 - Hold the card with the word *what?* over the underlined words *the boxes* and model the clarification question *Take what?* or *Take what to the kitchen?*
 - Underline the phrase *to the kitchen* and repeat the sentence with that part garbled. Put the card that says *them* over the words *the boxes* and explain that the clarification question for the phrase *to the kitchen* would be *Take them where?*
 - Elicit from the class what they think the clarification question would be if the phrase *this afternoon* was not understood. Congratulate those who come up with any of the following: *When? Take them when? Take them to the kitchen when?*
 - Hold the card with the word *when?* over the phrase *this afternoon* to reinforce the structure of the clarification question.
 - Write the sentence *Leave the book on my desk* on the board. Practice again with the word *what?* placed over the words *the book* to form the question *Leave what on your desk?*
 - Hold the word *where?* over the words *on my desk* and ask the class what the clarification question would be. Elicit the question *Leave it where?* and explain that the singular item *book* is replaced with *it* instead of *them*.
5. Tell the students that you are going to give them some more instructions and that if they don't understand some portion of the sentence, they are to ask for clarification using one of the structures taught above. Use several examples from the index cards and give them orally, garbling or mumbling different portions. Elicit clarification questions for each one from the class. Repeat each correct clarification question, emphasizing the use of the correct question word.
 6. Practice: Explain the pair activity: One partner will have a card that has an instruction with one part underlined. He/she will give the instruction to a partner, mumbling or garbling the underlined portion. The other partner will ask for clarification, replacing the garbled part with a question word. The partner with the card will then repeat the entire instruction clearly. Note: You may want to write an example on the board and have the whole class practice garbling the underlined part.
 7. Give one of the index cards to a pair of volunteers and have them practice the exchange, one partner giving the partially garbled instruction and the other forming a question to clarify. Tell the students that the person holding the card can comment if he/she thinks the wrong question word was used, and his/her partner can try to form the clarification question again. After one partner asks for clarification, the other partner repeats the whole request or instruction clearly.

8. Have the class form two lines facing each other. Each person will have a partner facing him/her in the other line. Explain that each time a clarification has been completed, 1) the student holding the card will hand the card to his/her partner and then 2) all students will move one position to their left. As the shift is being made, the person at the far left end of each line will cross over and face the opposite way at the end of the other line. (Note: If you find this hard to visualize, the result is a circular movement around an extremely elongated circle.)
9. Have students practice the shift of partners in the lines a few times. When they are comfortable with the movement of the lines, pass out the cards to students in one line only and begin the activity. Remind the students that they must pass the card to their partner before shifting to their new position.
10. Monitor student practice during the drill to identify and assist with any questions or problems. **
11. When students have shifted back to their original position, or when they have practiced all of the examples, collect the cards and have students return to their seats.

** This step serves as an evaluation of the activity.

REQUEST/INSTRUCTION STRIPS

Put the package on the shelf.

Put the box on the floor.

Take the book to the library tomorrow.

Take the book to the library tomorrow.

Buy some milk at the market.

Buy some paper at the office supply store on Saturday.

Put the box on the table.

Return the book to the library.

Bring the book to school tomorrow night.

Bring the book to school tomorrow night.

Bring the book to school tomorrow night.

Buy some bread at the market.

Give the report to the teacher by Friday.

Give the report to the teacher by Friday.

You can pick up your library card Wednesday.

You can pick up your library card Wednesday.

Please give Tom the message on Monday morning.

Please give Tom the message on Monday morning.

Put your clothes in the closet.

Put your clothes in the closet.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social Cultural Interaction	7. Identify appropriate greeting cards for given situations. CASAS #: 0.2.3	N/A
SAMPLE SCANS ACTIVITY: Corners/Group Task		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a Corners activity and Group Task in which students identify appropriate greeting cards for different occasions and then create their own greeting cards in groups.</p> <ol style="list-style-type: none"> 1. Collect new or used greeting cards from friends, family and fellow teachers. Select cards for one or two upcoming holidays, plus birthday cards and anniversary, new baby or wedding cards, for a total of 4-6 types of cards for selected occasions. Photocopy some of the cards if necessary to have a total number equal to one card per student in your class. Use tear sheets or butcher paper to create charts to post around the classroom with the names of the card occasions at the top and empty space for students to write below. Gather supplies for students to make hand-written greeting cards, including blank paper and colored pencils or markers for every group of 3-4 students. 2. Before class, post the tear sheets for different occasions in different areas of the room. 3. Tell the class that they will be looking at cards for special occasions and then making some of their own. Distribute one greeting card to every student. 4. Have each student look at their cards briefly, then go to the area of the classroom where their special occasion is posted. 5. Once students have gone to their "corners," have them compare their cards among the group. Have them select a writer for the group. Have everyone collaborate to make a list of appropriate phrases and sentences from the cards for that special occasion on the tear sheet. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Material and Facility Resources/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

6. Call time when all of the groups have finished their lists. Have students form groups of three or four people from the same “corner” and sit down together.
7. Move from one tear sheet to the next, asking the whole class for input and corrections and marking any necessary changes on the sheets.
8. After reviewing all the sheets, explain that the groups will now make their own cards for the special occasion that they’ve been working on. Have groups select a resource manager to pick up supplies for the group. Distribute supplies to the resource managers and have groups begin their cards. Remind them that all should participate in planning, writing and decorating the card.
9. If some groups finish quickly, have them make another card in a different style (funny, romantic, etc.) Call time when all groups have completed at least one card.
10. Have the groups select one person to read and show their card to the class. **

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/
Teaches Others/
Exercises Leadership/
Works with Cultural Diversity

Systems: Understands Social Systems/
Monitors and Corrects Performance

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	8. Write short letters and notes. CASAS#: 0.2.3	14. Modals <i>will</i> and <i>would</i> 10. Modals <i>have to</i> and <i>have got to</i> 16. <i>Be allowed to, be permitted to</i> 21a. Noun Clauses

SAMPLE SCANS ACTIVITY: Categorizing and Writing

Stages of Lesson: Warm Up Introduction **Presentation** Practice **Application**

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a categorizing and writing activity in which students categorize situations according to what kind of letter or note would be appropriate, and write three short letters or notes on selected topics.</p> <ol style="list-style-type: none"> 1. Photocopy the list of situations following this activity, one for every student. Make copies of the Short Letter/Note Forms handout, one for each pair of students. 2. Divide the class into groups of four. 3. Make three columns on the board with the following headings: A Letter to Express Thanks, A Letter to Make Requests, and A Letter to Ask for Permission. Ask the class for examples of each type of letter to verify that the headings are understood. 4. Tell the students that they are going to put some situations into these three categories, according to which kind of letter is appropriate for each situation. 5. Model the activity by reading one situation from the handout and asking the class in which column it should be written. Write it in the INCORRECT column and let students correct you. Repeat as necessary with different examples to model the activity. 6. Have one person in each group create a similar grid on a piece of paper ("landscape" orientation is best) and label the three columns as on the board. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity</p>

7. When most groups have finished filling in the grid, call time and have volunteers write the answers on the board.**
8. Tell the students that now they are going to write one short note for each category.
9. Model the activity by copying one of the three letter formats on the board and brainstorming with the students to write the note. Insist on capital letters and punctuation.
10. Divide the groups into pairs. Hand out one letter/note form for each pair. Ask pairs to choose one situation from each category on their chart and write three short notes. Tell the students that their notes will be 2-3 sentences long. They cannot copy the example letter that is on the board.
11. Circulate and provide assistance.
12. When all have finished, call time and have pairs exchange their work with another pair for peer correction. **
13. Have a few volunteers read their notes aloud.

** This step serves as an evaluation of the activity.

Systems: Understands
Social and Organizational
Systems/ Monitors and
Corrects Performance

WHAT KIND OF LETTER WOULD YOU WRITE FOR EACH SITUATION?

You received a birthday present.

You want another key to your apartment.

You had a nice dinner last Saturday at your friend's house.

You want to leave work early on Friday.

You need a copy of your registration form.

You want to use the apartment building's pool for a party.

You got an invitation to a party.

You want to take the day off for personal reasons.

You received a gift of flowers from your co-worker.

Your son's teacher did a good job.

You want to borrow your neighbor's lawnmower.

You want to paint your living room red.

You want to borrow a book.

Your neighbor took care of your cat last week.

SHORT LETTER/NOTE FORMS

<p style="text-align: center;">_____</p> <p style="text-align: center;">(date)</p> <p>Dear _____,</p> <p>I want to thank you for</p> <p style="text-align: center;">Sincerely,</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">(date)</p> <p>Dear _____,</p> <p>I would like</p> <p style="text-align: center;">Sincerely,</p>
<p style="text-align: center;">_____</p> <p style="text-align: center;">(date)</p> <p>Dear _____,</p> <p>I would like to ask you for permission to</p> <p style="text-align: center;">Sincerely,</p>	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	9. Demonstrate understanding of American school structure and grading system. CASAS #: 2.5.5	N/A
SAMPLE SCANS ACTIVITY: Find Someone Who...		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30-40 minutes	SCANS FOCUS
<p>Purpose: This activity is a mixer in which students circulate around the room and ask questions in order to find people who fit the descriptions given on a worksheet.</p> <p>1. Prepare a “Find Someone Who...” worksheet by writing statements about children in school. You should know that these statements apply to one or more of the students in your class. Put a blank in front of each statement for students to fill in a person’s name. For example:</p> <p style="padding-left: 40px;">Find Someone Who...</p> <p style="padding-left: 40px;">_____ has a child at 54th Street School.</p> <p style="padding-left: 40px;">_____ has a child in Kindergarten.</p> <p style="padding-left: 40px;">_____ has children that attend three different schools.</p> <p style="padding-left: 40px;">_____ has a niece or nephew in high school.</p> <p style="padding-left: 40px;">_____ has a grandson in the 4th grade.</p> <p>3. Photocopy the worksheet, one per student. Optional: Prepare a transparency of the worksheet.</p> <p>4. Teach or review the phrases on the worksheet such as <i>He’s in fourth grade</i>, etc.</p>	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

5. Distribute the handouts. Explain that the students will be moving around the room asking various people about these statements. Elicit from the class how the questions should be formed and model polite language for mixing and gathering the information. For example, *Excuse me. Do you have children? Does your daughter go to 54th Street school? What's your name? How do you spell that? Thank you very much. Excuse me, I'm looking for someone who has a niece or nephew in high school. You don't? Okay, thanks anyway.*
6. Give the instructions for the mixer. Students must continue talking to different people until they can fill in every blank with the name of a fellow student. In addition, they must put a different person's name in every blank.
7. Have students begin the mixer. Circulate to facilitate conversation. **
8. Call time when most students have filled all the blanks. Have students go back to their seats.
9. Ask individual students to supply a name for each blank. Write them on the transparency if desired.

Follow-up Activity: Use the completed worksheets for a grammar lesson on third-person-singular questions or questions with *Who* as the subject.

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Works with Cultural Diversity

Systems: Understands Social Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	11. Interpret a simple diagram of a school or campus to locate classrooms, offices, and other facilities. CASAS #: 2.5.4, 2.5.5	27a. Prepositions of Direction and Place
SAMPLE SCANS ACTIVITY: Map Reading		

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 30-45 minutes	SCANS FOCUS
<p>Purpose: This is an oral activity with a written evaluation stage in which students describe locations of items/places on a diagram or map.</p> <ol style="list-style-type: none"> 1. Obtain a map of your school campus or building and make copies, one per student or one per pair. Prepare a transparency of the map. Make a list of locations students are to identify on the school/building map (to be written on board or shown on a transparency). Prepare also a drawing of your classroom, indicating key locations (e.g., teacher's desk, pencil sharpener, bookcase, etc). 2. Optional: Make a transparency of the classroom drawing. 3. Copy the classroom drawing, including larger key locations such as the door and the teacher's desk, on the board or project the previously created transparency. 4. To model the map reading activity, present the classroom drawing and review how to give locations of various items using target language (<i>The clock is above the table, The door is on the west side of the room, etc.</i>). Call on volunteers to answer questions about locations of items in the room. 5. Pair off students and give them copies of school/building map. Write on the board or project the list of places students are to inquire about. Have students take turns asking their partners questions about locations of places in the school. Encourage students to think of new questions to ask and answer when they have finished answering the assigned questions. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Material and Facility Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p>

6. Place a check or asterisk next to three to five places on the list on the board/transparency. Have students describe the locations of these selected places in writing. **

Systems: Understands
Organizational Systems/
Monitors and Corrects
Performance

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	12. Communicate with school personnel. a. Request information. b. Call school to report absences and make appointments. c. Express needs and opinions at own or a child's school. CASAS #: 0.1.2, 2.5.5	21a. Noun Clauses

SAMPLE SCANS ACTIVITY: Group Task/Decision Making

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a decision-making activity in which students brainstorm situations involving communication with school personnel and prepare notes on who to contact and what to say in different situations. Students should already be familiar with the vocabulary for school-related situations and school personnel.</p> <ol style="list-style-type: none"> 1. Make one copy of the Situations handout following this activity. Cut apart the eight situations. Photocopy the Communicating with School Personnel worksheet, one for each group of 3-5 students. Note: Each group of 3-5 students will work with one situation and one worksheet. The eight situations provided will be enough for a class of 24 to 40 students. For a larger class, have more than one group work on the same situation, or prepare slips of paper with additional situations. 2. Divide the class into groups of 3-5 students. 3. Explain that each group will be given a situation involving communicating needs or opinions to school personnel. Tell the students that they will discuss the situation and fill in a worksheet. 4. Hand out the worksheets, one per group, and show the transparency of the worksheet. Check that the students understand what information they will be discussing and filling in for their situation. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Human Resources</p> <p>Information: Interprets and Communicates Information</p>

5. To model the activity, write this sample situation on the transparency: "Your child has a broken leg and needs permission to use the elevator every day to get to his classroom." Brainstorm with the class and fill in their responses on the transparency, including answers to the first two questions and one or two examples under "What do you say?"
6. Give one situation to each group and start the activity.
7. Circulate and monitor.
8. Call time when all of the groups have finished.
9. Write the following in a column on the left side of the board:

Situation

Who to contact

How to contact

What to say

What to say

10. Then mark off spaces to the right for each group to write their answers in a column, forming a big chart on the board. (Alternately, use a long piece of butcher paper taped on the wall.)
11. Ask a volunteer from each group to fill in the information their group has prepared on the board. For the "What to say" portion, have them give only two questions or statements from their worksheets. **
12. Go over the groups' situations and answers and open up the discussion to the class.

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/
Teaches Others/
Exercises Leadership/
Negotiates to Arrive at a Decision/
Works with Cultural Diversity

SITUATIONS

Your child is four years old. You want to enroll him/her in Pre-Kindergarten.

Your child has a learning disability. You want to ask for extra help in reading.

Your child is unhappy in his class. He feels other students are not nice with him. You want to know what is happening.

Your child is very happy with his teacher. You want to congratulate her on the good job she is doing.

Your child is afraid of the bigger children on the playground. You want to find out why.

You are having financial difficulties at the moment. You cannot pay for your child's school lunch. You need help.

Your apartment is very small. It is difficult for your child to do his homework properly. You want to explain the situation and ask for advice.

Your child used to be a good student. Now he is getting bad grades. You want to know why.

Your child has asthma and can't participate in sports activities. He needs to be excused.

WORKSHEET

COMMUNICATING WITH SCHOOL PERSONNEL

SITUATION:

Who do you contact? (Circle one.)

Principal

Teacher

Counselor

Nurse

Secretary

Other: _____

How do you contact this person? (Circle one.)

phone

phone to make an appointment

go to the school

write a letter

send an e-mail

What do you say? (Write 4-5 questions or statements.)

1.

2.

3.

4.

5.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	13. Identify educational programs available in adult and career education. CASAS #: 0.1.2, 2.5.5	N/A
SAMPLE SCANS ACTIVITY:		

Stages of Lesson: Warm Up Introduction **Presentation** Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a life skills reading activity in which students read and interpret a schedule of classes and use the information to identify opportunities available to them.</p> <ol style="list-style-type: none"> 1. Become familiar with Academic (GED, Diploma, II Lab) and Vocational Programs offered by the Division of Adult and Career Education. 2. Obtain a schedule of classes from your school for each student. Prepare a series of questions based on the schedule to be presented on the board or overhead projector; e.g., <i>How many reading classes are available. What class is in room 34?</i> etc. 3. Tell students that they are going to practice finding information in their school's schedule of classes. 4. Distribute schedules and give students a few minutes to look them over. 5. Review the sections and headings and point out what information can be obtained from each section of the schedule. 6. Reveal questions (on board or overhead). Have students work in pairs or small groups to answer them. 7. Correct the exercise by having students share their answers with the class. ** 8. Elicit from the students what they have learned about programs offered by their school. At this point the teacher or a school counselor (if one is available) can explain how students can take advantage of the school's offerings. Points to make may include the value of the GED and high 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p> <p>Systems: Understands Organizational Systems</p>

school diploma for job advancement, the variety of programs and class times available, and the cost of taking the various classes. Inform students of other programs not offered at their school and give them the Division of Adult and Career Education information line number – (213) 62-LEARN – so that they can investigate further.

9. Sum up by asking which educational options are of interest to class members and why.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	14. Call directory assistance for information. CASAS #: 2.1.8	N/A
SAMPLE SCANS ACTIVITY: Information Gap		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is an information gap activity in which students ask for and give directory assistance over the telephone.</p> <ol style="list-style-type: none"> Before class, photocopy the Calling Directory Assistance handout following this activity, one for every two students in your class. Cut each handout in half to create different handouts for each partner during this pair activity. Make a transparency of the entire page for the overhead. In class, write the following dialog on the board. Demonstrate and review the expressions with several examples. Remind the students how to ask, "Could you please spell that?" when they don't understand a name or a city. <ol style="list-style-type: none"> Directory Assistance. What city please? _____ (name of city) Yes. Go ahead. I need the number for _____. (name and street) Is that a business or a residence? It's a _____. All right. The number is _____. Tell the students they each will need to find the phone numbers for five residences or businesses by calling Directory Assistance. Put students in pairs and distribute the handouts so that one partner has the A portion and the other has the B portion. Put the transparency on the overhead. Point out to students that partner B does not have the number, and he will have to call Directory Assistance (partner A) to get the number, following the previously practiced dialog. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Works with Cultural Diversity</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

4. Ask for a pair of volunteers to model number 1. Explain that Partner B needs a phone number, and will ask Partner A for the number. Demonstrate how Partner B must write the number in the blank space.
5. When students understand the activity, have them begin. Remind students not to copy their partner's paper. Point out that they will switch roles after number 5. When students are finished, they can check their answers with their partner.
6. When all have finished, have various partners read their dialogs while you fill in the numbers on the overhead. Ask for a show of hands as to how many phone numbers they got right. **

** This step serves as an evaluation of the activity.

CALLING DIRECTORY ASSISTANCE

PARTNER A. *You are the operator. Give your partner the numbers for 1-5.*

- 1. Mr. Jesus Arroyo, Fountain Ave., Hollywood 323-888-0654
- 2. Schott Corporation, 5th Avenue, New York, NY 202-585-9393
- 3. Mr. Joe Smyrna, La Jolla Drive, San Diego, CA 909-888-3344
- 4. The Carlon Company, Beverly Hills, CA 310-848-3985
- 5. Mrs. Mary Watts, Victorville, CA 909-754-0221

Now you are the caller. Ask your partner for the numbers in 6-10.

- 6. Burt's Flowers, Santa Monica, CA _____
- 7. Mr. John Brown La Playa Street, San Pedro _____
- 8. Mrs. Kelly Wallace, Main Street, Columbia, Missouri _____
- 9. Cinzegi Restaurant, Pico Bl., Los Angeles _____
- 10. Mr. Jim Chen, Fremont St., San Francisco, CA _____

PARTNER B. *Ask your partner for the phone numbers in 1 – 5.*

- 1. Mr. Jesus Arroyo, Fountain Ave., Hollywood _____
- 2. Schott Corporation, 5th Avenue, New York, NY _____
- 3. Mr. Joe Smyrna, La Jolla Drive, San Diego, CA _____
- 4. The Carlon Company, Beverly Hills, CA _____
- 5. Mrs. Mary Watts, Victorville, CA _____

Now you are the operator. Give your partner the numbers for 6-10.

- 6. Burt's Flowers, Santa Monica, CA 310-384-0987
- 7. Mr. John Brown La Playa Street, San Pedro 310-999-9898
- 8. Mrs. Kelly Wallace, Main Street, Columbia, Missouri 510-888-8989
- 9. Cinzegi Restaurant, Pico Bl., Los Angeles 213-985-9487
- 10. Mr. Jim Chen, Fremont St., San Francisco, CA 415-994-9594

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	15. Follow written and recorded instructions for making phone calls. CASAS #: 2.1.7	N/A
SAMPLE SCANS ACTIVITY: Focused Listening and Cloze Activity		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30-45 minutes</p>	SCANS FOCUS
<p>Purpose: This is a listening activity in which students respond appropriately to a basic phone menu system and fill in a cloze exercise.</p> <ol style="list-style-type: none"> 1. Make two copies and one transparency of the complete Phone Menu Script following this activity. On one copy, white out about 20 words from the script. Draw lines for blanks in place of the missing words to create a cloze exercise. Make copies of the cloze exercise, one per student. Keep the other copy of the complete script for reference. 2. Tell students they will be calling the Phone Company to have a technician fix a problem with their home phone line. Set the scene by telling them that they have been a phone company customer for two years and now there is static on the line. They have a touch tone phone and they are calling from the phone that is having the problem. Their phone number is (213) 555-1414. They will be at home tomorrow morning until noon. Confirm comprehension of the story by asking some basic yes/no questions such as <i>Do you have a rotary phone? Do you have static on the line?</i> etc. 3. Tell students that they are going to listen to a recorded message from the phone company. They must listen to each step of the phone menu and hold up their fingers to indicate the appropriate number to choose at the end of each section. Explain that they should listen to ALL options for each section before choosing a number. They will choose the correct number according to the story. 4. Read the script out loud, pausing after each section for students to choose a number. Confirm the correct answer after each section and explain further if students had trouble. 	<p>Basic Skills: Listening/ Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Reasoning</p> <p>Information: Acquires and Evaluates Information</p> <p>Systems: Understands Technological Systems/ Monitors and Corrects Performance</p> <p>Technology: Applies Technology to Task</p>

5. For further practice, give the students the cloze exercise handout with the blanks. Read the script again. Have the students fill in the missing words they hear. Ask the students to check and compare their cloze with the person sitting next to them.
6. Place the full script on the overhead and let the students check their own work. Survey students as to how many they got correct. **

** This step serves as an evaluation of the activity.

PHONE MENU SCRIPT

Thank you for calling the Phone Company. Please listen to the following menu:

--If you are calling from a touch tone phone, press one.

--If you are calling from a rotary phone, please stay on the line.

ONE

--To activate new phone service for residences press one.

--To activate new services for businesses press two.

--To call about existing service, press three.

--For hours and location of a Phone Company location nearest you, press four.

THREE

--If you have a question about your phone bill, press one.

--If you are having problems with your phone line, press two.

--If you would like to add services, such as call waiting, call forwarding or DSL, press three.

TWO

--Are you calling from a line that is having problems? If yes, press one.

--If no, press two.

ONE

--Enter the number of the phone that is having problems, then press the pound key.

TWO-ONE-THREE-FIVE-FIVE-FIVE-ONE-FOUR-ONE-FOUR-POUND

Thank you. A repair technician will be sent soon. Please enter the best time from the following four options.

--For tomorrow, between 8 am and 5 pm press one.

--For tomorrow, between 8 am and noon, press two.

--For tomorrow, between noon and five pm, press three.

TWO

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	16. Identify appropriate cell phone usage and etiquette. CASAS #: 2.1.8	12. Modals <i>should/shouldn't</i>
SAMPLE SCANS ACTIVITY: Decision Making		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a group decision making activity in which students work in pairs to determine appropriate cell phone usage in a variety of locations and situations.</p> <ol style="list-style-type: none"> 1. Obtain a cell phone. (If no cell phone is available, use a board eraser or some other object to simulate a cell phone.) Photocopy the Cell Phone Use grid following this activity, one for every two students in your class. Leave the "*" spaces blank so that students can fill in their own ideas. Prepare a transparency of the grid. 2. Begin class by starting a "lesson" and then excusing yourself and pretending to make a cell phone call for a trivial reason (e.g. <i>How was the party last night? Did you remember to buy milk? etc.</i>) At the end of the "conversation" put away the cell phone and ask students if they thought this was appropriate behavior. Note: A variation of this would be to make arrangements to have someone actually call your cell at a prearranged time. 3. Tell the students that they will be discussing rules for using cell phones in different situations. 4. Lead a short general discussion about cell phone use. Use these questions as discussion starters: <i>Where do you use your cell phone? Where do you see other people using cell phones? Do you think people should use their cell phones anywhere? What can people do if they don't want to talk on their cell phone?</i> Be sure to elicit and/or explain phrases used on the grid such as "turn it on vibrate." 5. Divide the class into pairs. Pass out one grid handout to each pair. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Self Management/ Integrity/ Honesty</p> <p>Interpersonal: Negotiates to Arrive at a Decision</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Understands Social Systems</p>

6. Tell the pairs that they will discuss what people with a cell phone should do in each of the situations if they get a phone call. Explain the choices on the grid. Tell the pairs that they will put an X in the box that they feel is the right choice. Tell the pairs that they can add another choice or solution in the boxes marked with an “*”. They can also add their own situations and solutions in the last two rows.
7. Use the overhead of the grid to model the activity. Use the first location/situation, “Studying at the library.” As a whole group discuss the choices and mark the class’s decision with an X.
8. Have the pairs start discussing the situations. Circulate and monitor. Ask the pair that finishes first to put their answers on the overhead transparency.
9. Call time after 10-15 minutes.
10. Put up the completed overhead transparency completed by one pair and have the students compare their decisions to the answers on the grid. Discuss any differences of opinion. **

Follow-up Activity: Have pairs write and perform short dialogs based on a situation from the grid and its corresponding solution.

** This step serves as an evaluation of the activity.

CELL PHONE USE

Location and Situation:	Actions:					
	Talk to the caller	Go outside to talk	Take a message and call back	Put the phone on vibrate	Turn off the phone	*
Studying at the library						
Eating with friends at a restaurant						
Standing in line at the grocery store						
Attending a wedding						
Driving a car						
Watching a movie						
Playing soccer						
*						
*						

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	17. Give and write short messages. CASAS #: 2.1.7	9. Imperatives in Indirect Speech 20e. Infinitives after Object Pronouns
SAMPLE SCANS ACTIVITY: Peer Dictation		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a small group activity in which students listen to phone conversations and write down short messages.</p> <ol style="list-style-type: none"> 1. Photocopy the Phone Messages page following this activity, one copy for each group of four students in the class. Cut the six messages into strips and put one set in an envelope for each group. Photocopy the Message Pad sheet, one per student. Prepare two transparencies of the Message Pad sheet. Write down the practice conversation in step 4 below on a piece of paper for two volunteers to read aloud. 2. Tell the students that this is a listening and writing activity in which they will be listening to telephone conversations and writing down messages. 3. Hand out the Message Pad sheet to all students. Go over the information required for each message: who the message is for, who called, the caller's phone number, and the reason for calling. Explain the task: listen to a telephone conversation and then note the important information on a message pad. 4. Ask for two volunteers to read the practice telephone conversation aloud. Have students listen to the dialog once without writing anything. Then have the volunteers read the practice dialog again and have the class note the message information: two names, the caller's phone number, and a brief note about the reason for calling. <p>Practice conversation:</p> <p>A. Hello, this is Linda. Can I speak to Teresa? B. I'm sorry. She isn't here now. Can I take a message? A. Yes. Please ask her to call me tomorrow at 123-4567. I need a babysitter on Saturday.</p>	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Interpersonal: Participates as a Member of a Team</p> <p>Personal Qualities: Responsibility</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p>

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

5. Thank the volunteers. Go around the room to make sure all students have noted the message information. Note: "Babysitter Saturday" or "needs babysitter Saturday" would be adequate for the reason for calling. Elicit the message information from the whole class and write it on the transparency to go over the answers.
6. Divide the class into groups of four. Hand out one envelope of six messages to each group. Explain that a pair of students in the group will do the first dialog. The two students who aren't speaking will write the message in one of the squares on their message pad sheets. Tell students that after each message is read, the "message takers" can compare notes.
7. Explain that there are six conversations in the envelope. Show and tell the students that the pairs will take turns drawing the messages out of the envelope one at a time, reading the dialogs and writing the messages. If there is a group of three, have only one student take the message. Insist that students should write only a few words and not take down every word in the message.
8. Start the activity. Circulate and monitor.
9. When the activity appears to be winding down, call time.
10. Ask the students, "Does anyone have a message for John?" Write what one student reports on the message pad transparency. Allow a few students to report their information and check the message for accuracy. Continue until you have verified all six messages. **

Follow-up Activity: Have the groups of four collaborate to write sentences for all the messages that answer the question *What does _____ want _____ to do?* For example, the sentence for number one would be *Mary wants John to call her about the homework assignment.*

** This step serves as an evaluation of the activity.

PHONE MESSAGES

1. --- Hi, this is Mary. May I speak to John?

--- I'm sorry. John isn't here. Can I take a message?

--- Yes. Tell him to call me as soon as possible about our homework assignment.

My number is 234-5678.

2. --- Hi, this is Mrs. Banks. May I speak to Sam?

--- I'm sorry. Sam isn't here. Can I take a message?

--- Yes, please. I need him to paint my fence. Ask him to call me tomorrow afternoon at 345-6789.

3. --- Hello, this is Dr. Brown's secretary. Can I speak to Bill?

--- I'm sorry. Bill isn't here. Can I take a message?

--- Yes. Dr. Brown has an emergency and has to cancel all of his appointments.

Can Bill call tomorrow to make a new appointment? The number is 888-8814.

4. --- Hello, this is Jennifer. Can I speak to Bob?

--- I'm sorry. Bob isn't home. Can I take a message?

--- Yes. Tell him that I'll be arriving at the airport tomorrow at 6 p.m.

I want him to pick me up. If there is a problem, my cell phone number is 999-4321.

5. --- Hello, this is the school secretary. May I speak to Mrs. Garcia?

--- I'm sorry. She isn't here now. Can I take a message?

--- Yes, Please ask her to call the school to make an appointment with

Juan's teacher. The number is 667-7676.

6. --- Hello, this is Anna. Can I speak to Patricia?

--- I'm sorry. She isn't here now. Can I take a message?

--- Yes. Ask her to call me back about taking care of my cat while I'm on vacation.

The number is 345-0007.

MESSAGES

<p>MESSAGE FOR:</p> <hr/> <p>FROM: _____</p> <p>PHONE NUMBER:</p> <hr/> <p>REASON FOR CALLING:</p> <hr/> <hr/> <hr/> <hr/>	<p>MESSAGE FOR:</p> <hr/> <p>FROM: _____</p> <p>PHONE NUMBER:</p> <hr/> <p>REASON FOR CALLING:</p> <hr/> <hr/> <hr/> <hr/>
<p>MESSAGE FOR:</p> <hr/> <p>FROM: _____</p> <p>PHONE NUMBER:</p> <hr/> <p>REASON FOR CALLING:</p> <hr/> <hr/> <hr/> <hr/>	<p>MESSAGE FOR:</p> <hr/> <p>FROM: _____</p> <p>PHONE NUMBER:</p> <hr/> <p>REASON FOR CALLING:</p> <hr/> <hr/> <hr/> <hr/>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	18. Leave phone messages on answering machines and voice mail. CASAS #: 2.1.7	N/A

SAMPLE SCANS ACTIVITY: Information Gap

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is an Information Gap activity in which students leave phone messages on answering machines and voice mail.</p> <ol style="list-style-type: none"> Before class make copies of the two handouts following this activity, one of each for every pair of students in your class. Half of your class will be A, and half will be B. Prepare transparencies of both handouts as well. Optional: prepare a transparency of the message format from step 3 below. Review important information you need to include when leaving a message on an answering machine. (e.g., your name, person you want to speak to, time, date, etc.) Write the following on the board or a transparency: <p style="margin-left: 40px;"><i>Hello. This is message is for _____ . This is _____</i> <i>(person you're calling)</i> <i>(your name)</i></p> <p style="margin-left: 40px;"><i>from _____ . It's _____ at about _____ .</i> <i>(location)</i> <i>(date)</i> <i>(time)</i></p> <p style="margin-left: 40px;"><i>Please call me at _____ . I'm calling to tell you _____ .</i> <i>(number)</i> <i>(reason for calling)</i></p> Have students give you examples to fill in the blanks. Practice several times with the class. Put students in pairs. Distribute handouts. One partner will get handout A; the other will get handout B. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/ Honesty</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Works with Cultural Diversity</p> <p>Systems: Understands Social Systems/ Monitors and Corrects Performance</p>

6. Go over any unfamiliar vocabulary on the handouts.
7. With the overhead transparency, demonstrate how Partner A will take the information and use it to leave a message in the same format as practiced above. For example:

Hello. This is a message for Mr. Jones. This is Mrs. Smith of the Adult School. It's July 5 at about 2:00 pm. My number is (818) 983-9384. I'm calling to tell you there is no school on Monday.

8. With the overhead transparency, demonstrate how Partner B will listen to the message and write it on the form. Emphasize that there is no copying. Students cannot look at their partner's paper until they are finished.
9. When all students understand the instructions for the activity, have them practice in pairs. Remind them that after item number 3 they are going to switch roles, and Partner A is going to write and Partner B is going to speak. Give them 10-15 minutes to practice. When they finish all six items, they should verify their answers with their partners. **
10. Call time. Have volunteers read their messages while you fill in the forms on the overhead. **
11. If desired, practice the dialog for each example chorally with the whole class.

** This step serves as an evaluation of the activity.

PARTNER A: Leave these messages on your partner's answering machine.

1.

For: Mr. Jones Date: July 5 Time: 2:00 p.m.
Mrs. Smith
Of: Adult School
Phone (818) 983-9384
Message: There is no school on Monday.

2.

For Mr. Johnson Date May 3 Time 8:09 p.m.
Mr. Joe
Of : Joe's Auto Repair
Phone (213) 849-9874
Message: Your car is ready.

3.

For: Mrs. Smith Date: June 18 Time: 3:30 p.m.
Miss Hanson
Of: Happy Day Care
Phone (626) 738-9982
Message: Your son has a fever. Please pick him up.

Now listen to the message and fill in the blanks for the message your partner gives you.

4.

For _____ Date _____ Time _____ a.m. / p.m.
M _____
Of _____
Phone _____
Message: _____

5.

For _____ Date _____ Time _____ am. / p.m.
M _____
Of _____
Phone _____
Message: _____

6.

For _____ Date _____ Time _____ a.m. / p.m.
M _____
Of _____
Phone _____
Message: _____

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

PARTNER B. Listen to the messages your partner leaves. Write the information.

1.
For _____ Date _____ Time _____ a.m. / p.m.
M _____
Of _____
Phone _____
Message: _____

2.
For _____ Date _____ Time _____ am. / p.m.
M _____
Of _____
Phone _____
Message: _____

3.
For _____ Date _____ Time _____ a.m. / p.m.
M _____
Of _____
Phone _____
Message: _____

Now leave these messages for your partner.

4.
For: Mr. Brown Date: January 8 Time: 12:00 p.m.
Mrs. Simpson
Of: Patty's Pet care
Phone (818) 487-0988
Message: Your dog is clean and ready to pick up.

5.
For Mr. Jackson Date March 30 Time 9:03 a.m.
Dr. Green
Of : LA Dental
Phone (213) 346-9482
Message: you have an appointment tomorrow at 4:00

6.
For: Mrs. Martin Date: September 18 Time: 1:30 p.m.
Miss Nixon
Of: your daughter's school
Phone (626) 738-9982
Message: Your daughter is winning an award at school tomorrow.

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	19. Listen to recorded or automated messages and take brief notes about basic information (e.g., store hours, prices). CASAS #: 2.1.7	N/A

SAMPLE SCANS ACTIVITY: Focused Listening

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students listen to the menu for a store’s phone recording and take notes on the information.</p> <ol style="list-style-type: none"> Record the script on the following page for playback during class, or prepare a copy of the script to read aloud. Photocopy the two scenarios following this activity, one copy per student. Cut the pages in half so that students can work with one scenario at a time. Prepare a transparency of the following practice scenario and questions, or write the scenario and the questions on the board. <p>Practice Scenario:</p> <p>Your refrigerator is broken and can’t be fixed. You want to buy a new one. You want to go to Bargain Buy during the week in the morning. Listen to the recorded message and answer these questions.</p> <ol style="list-style-type: none"> What time does the store open during the week? _____ Is the store on North or South Riverside Boulevard? _____ What number do you press for information about refrigerators? _____ <ol style="list-style-type: none"> Tell the students they are going to do a short listening activity. Have the students read the practice scenario and the questions. Answer any questions about the vocabulary. Play (or read) the script one time. Have the students answer the questions as a group. Write the answers on the board or overhead. Play or read the script one more time to check the answers. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Technological Systems</p>

4. Pass out the #1 and #2 scenarios, one per student. (You can give #1 and #2 to alternate students or alternate rows of students, or give half of the class scenario 1 and half of the class scenario 2.) Have the students read their scenarios. Answer any questions about vocabulary. Explain that there are two scenarios and that after they listen and answer the questions, they will compare answers with another student who has the same scenario.
5. Read or play the script. Pause after the first playing of the script so that students have time to write. Then read or play the script again.
6. When finished, pair up students with the same scenario. Have them check their answers. Then have students repeat the same activity with the other scenario. **

Follow-up Activity: Ask for volunteers to call various stores in the community that would probably have a similar telephone system and sell similar products. Have each student decide what information they want from that store, call the store and bring back the information to the class.

** This step serves as an evaluation of the activity.

Script:

(to be read without stopping at medium speed as if on a recorded message for a business)

Thank you for calling Bargain Buy Los Angeles. We appreciate your business and support. Our store hours are Monday through Thursday: ten am to nine pm, Friday and Saturday: ten a.m. to ten p.m., and Sunday: ten a.m. to eight p.m. Our store location is thirty-four fifteen (3415) South Riverside Boulevard.

To access our departments, please use the following options:

For car stereo installations: press 4, 1

For home audio and stereo systems: press 4, 2

For VCRs, DVD players, TVs, internet, satellite systems and other home video equipment: press 4, 3

For computers and home office: press 4, 4

For kitchen and laundry: press 4, 5

For customer service or bargainbuy.com order pickups: press 4, 6

For music, movies, computer software and games: press 4, 7

For car audio: press 4, 8

For computer upgrades, repairs and installation: press 4, 9

For camcorders, digital cameras and photo: press 5, 0

For cellular, two-way radios and PDAs press 5, 2

For operator assistance: please stay on the line and someone will assist you.

To hear this recording again: please press # (pound).

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

SCENARIOS

1.

You want to buy a new car stereo for your spouse. You want to have the stereo installed as a birthday surprise. You also want to get him or her a couple of new CDs. You can only go to Bargain Buy on Thursday evenings. You are calling the store for information.

Listen to the recorded message and answer these questions:

1. How late is the store open on Thursday evenings? _____
 2. What is the street number on S. Riverside Boulevard? _____
 3. What number do you press for car audio systems? _____
 4. What number do you press for information about installing the stereo? _____
-

2.

You are starting a business in your home. You need a new computer and some office furniture. You also need to have the computer installed. You can only go to Bargain Buy on Saturday evenings. You are calling the store for information.

Listen to the recorded message and answer these questions:

1. How late is the store open on Saturday evenings? _____
 2. What street is the store on? _____
 3. What number do you press for computers and office equipment? _____
 4. What number do you press to talk about installing your computer? _____
-

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community C. Neighborhood/City	20. Ask for and give oral directions to places (<i>e.g., How can I get to... ?</i>). CASAS #: 2.2.1	Review of Imperatives

SAMPLE SCANS ACTIVITY: Peer Dictation

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 20-30 minutes	SCANS FOCUS
<p>Purpose: This is a peer dictation activity in which students dictate directions to their partners.</p> <ol style="list-style-type: none"> 1. Before class, write or type directions from your school to two nearby locations such as a library, a park or a museum. Make each set of directions 8-10 sentences long. Photocopy each set of directions, one for every two students in your class. 2. In class, tell students that they are going to practice giving and writing down directions. Put students in pairs. Give one set of directions to one person in each pair. Tell them that the person who has the directions is to dictate the directions, and the other person who does not have directions is to write them down. 3. Demonstrate for the class by having a volunteer dictate the first line as you write it on the board. Pretend that you don't understand some parts and ask, "Could you repeat that?" and "Could you spell that?" Tell students that they may ask their partner for clarification as you demonstrated, but they may not copy the directions. 4. Have pairs begin the dictation. Tell them that when they are finished, the partner who was writing should come get the second set of directions from the teacher. That person will now give the directions, and the other partner will write them. They will follow the same procedure as before. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Works with Cultural Diversity</p> <p>Systems: Monitors and Corrects Performance</p>

5. When both sets of directions have been dictated, students should check their work with their partners and make any needed corrections. Survey students as to how they did on the dictation. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community C. Neighborhood/City	21. Demonstrate understanding of services provided by local libraries. CASAS #: 2.5.6	16. <i>Be allowed to/be permitted to for Permission</i>

SAMPLE SCANS ACTIVITY: Dialog Substitution

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 20-30 minutes	SCANS FOCUS
<p>Purpose: This is a dialog substitution activity in which students practice making inquiries of a librarian.</p> <ol style="list-style-type: none"> 1. Before class, photocopy a class set of the Visiting the Library handout following this activity. Prepare a transparency. 2. In class, review or introduce the vocabulary associated with the lesson. Distribute the handouts and practice the model dialog chorally with the class. Practice again with the teacher reading part A and the class reading part B, and then vice versa. 3. Using the transparency of the handout, show the students substitution number one, and point out how the words in number one correspond with each underlined section in the model dialog. 4. Show number two. Point out that students will read the same dialog, this time substituting the words from number two. Have a pair of volunteers model dialog number two. Repeat chorally with the class, pointing out on the overhead where the substitutions are made. 5. When the students understand the substitutions, have them practice the dialogs in pairs. 6. After 5-7 minutes, call time. Have different pairs read each dialog, and then have the class repeat chorally after each pair reads. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Serves Clients/ Customers</p>

Visiting the Library

A. Hello. I'd like to check out these books.

B. Certainly.

A. And may I ask a question? How many books am I allowed to check out?

B. You are permitted to check out 7.

A. And what is the due date?

B. You can keep them until August 3rd.

A. Thank you.

1. *check out these books*
books

7

August 3rd

2. *renew my books*

CDs

5

September 5th

3. *pay the fine on these books*

videos

2

December 13th

4. *sign up for the computer*

books on tape

7

June 1st

5. *reserve a DVD*

magazines

2

May 22nd

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Transportation	22. Interpret schedules, information and announcements related to transportation. CASAS #: 2.2.4	N/A
SAMPLE SCANS ACTIVITY: Focused Listening		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students answer questions after hearing an announcement related to transportation.</p> <ol style="list-style-type: none"> Before class, write 3-4 comprehension questions for each of the five announcements on the Travel Announcement Listening Script following this activity. For example, for announcement number one you might write: <ul style="list-style-type: none"> <i>Which flight is departing to Miami?</i> <i>If you don't need special assistance to board, what should you do?</i> <i>What do you need to have ready?</i> <p>If desired, prepare a cloze exercise handout for the follow-up activity described below.</p> Form pairs. Tell students they are going to hear announcements related to transportation. Write your questions on the board for the first announcement. Tell students they will be listening for the information and working with a partner to answer these questions orally. Review/introduce vocabulary contained in the questions on the board. Read the first announcement one or two times. Have the students verify the answers to the comprehension questions on the board with their partners first. After a few minutes, call on individuals to answer the questions for the class. Ask the class for consensus. If needed, clear up any doubts and read the announcement again. ** 	<p>Basic Skills: Listening/ Speaking</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

5. Request the process with each announcement: write comprehension questions on the board, go over vocabulary, read the announcement, and have pairs agree on the answers.

Follow-up Activity: Create a cloze exercise by whiting out 15-20 words from the announcements and drawing lines to create blanks for those words. Photocopy the exercise, one per student. In class, read the announcements again and have students fill in the blanks. Have them check their answers with a partner and then go over the answers as a class.

** This step serves as an evaluation of the activity.

Travel Announcement Listening Script

1. An Airport Announcement

Ladies and gentlemen, flight 3014 departing to Miami is now pre-boarding. If you have small children or need any special assistance to board the aircraft, please proceed to gate 13A. Please have your boarding pass ready. You do not need to show your ID at this time. Again we are pre-boarding flight 3014 to Miami.

2. A Train Station Announcement

Attention rail passengers, northbound train 9050 will be ready for boarding shortly. Please proceed to track 15. Please stay behind the yellow line until the train has come to a complete stop. Once again, northbound passengers traveling on train 9050 should now proceed to track 15.

3. An Announcement at an Amusement Park

Welcome to Funland, the most amusing amusement park in the USA! The next tram will arrive in five minutes. Please enter from the left and exit to the right. Parents please fold up your strollers and put them in the designated area in back of the tram. Keep your arms inside the tram at all times. Trams pass every 10 minutes and the last tram passes at 9:50 p.m. Have a wonderful stay at Funland!

4. An Announcement on an Airplane

Ladies and gentlemen, welcome aboard flight 18, bound for Seattle with a stop in Portland, Oregon. Our estimated flight time to Portland is two hours. Passengers continuing on to Seattle should remain on board the aircraft for our short layover. From Portland, it will be another hour's flight to Seattle with an estimated arrival time of 5:15 p.m. So sit back, relax, and enjoy your flight.

5. An Airline Shuttle Announcement

Attention airline shuttle passengers, this hotel shuttle stops at the Hilton Hotel and the Ramada Inn. It does not stop at the Holiday Inn or the rental car agencies. When you return to the airport, you will need to schedule your pick up with the concierge at the hotel. Please allow 20 minutes to arrive at the airport. There is no charge for this shuttle, but tips are appreciated.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Transportation	23. Identify basic parts of a car, car maintenance procedures and common car problems. CASAS#: 1.9.6, 1.9.7	N/A
SAMPLE SCANS ACTIVITY: Vocabulary Game		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a vocabulary review activity in which individual students provide definitions of car parts and problems and the class writes them down. Students must be familiar with the vocabulary from previous lessons.</p> <ol style="list-style-type: none"> 1. Before class, make a numbered master list (for example, 1-20) of previously studied car parts and problems. Copy each word and its number onto an individual slip of paper (e.g., 1. bumper, 2. dashboard, 3. hood, etc.) 2. Tell the students that they are going to see how much vocabulary they remember. Have students number their papers from one to twenty (corresponding to the number of vocabulary words you have on your list). 3. Distribute individually numbered vocabulary words to different students. You may not have one for each student, but that is okay. 4. Demonstrate the game by calling out for number one. Have the student who has word number one come to the front of the class and either provide a definition or act out the word without saying it. If the students know the word, they are to write it down for number one. If they don't know, they are to leave number one blank. Then call out for number two. Have the student who has vocabulary word number two come to the front and repeat the process. 5. Emphasize to the class that the most important rule of the game is DON'T SAY THE WORD! Those who provide the definition or act out the word will not say it. Likewise, those in the class who know the word will only write it down, not say it out loud. 	<p>Basic Skills: Listening/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others</p>

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

6. Continue the activity by having the students with the word slips act out or define the remaining words. Note: The teacher should have the master list of numbered words in hand to provide assistance if a student gets stuck while in front of the class.
7. When all the words have been given, either go over each answer with the class, or ask individual students to write each answer on the board. Ask students how many they got correct. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Transportation	24. Ask and give simple information about a vehicle. CASAS #: 1.9.5	21a. <i>That</i> Clauses to Express Opinions
SAMPLE SCANS ACTIVITY: Jigsaw Reading		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a jigsaw reading activity in which students interpret, report and compare information about a vehicle for sale. Students should already know basic abbreviations related to car advertising.</p> <ol style="list-style-type: none"> Before class obtain five pictures of five different cars or five used car ads with accompanying photos from a magazine such as <i>Auto Trader</i>. Enlarge the pictures/car ads and glue each one to a large piece of paper. Label four of the pictures/car ads A, B, C, and D. If you are using pictures only, write information about each car (make, model, mileage, price, options, etc) under the picture. If you are using used car ads, this may not be necessary. In either case, be sure that there is plenty of information about the car so that students will have information to compare. Post the pictures labeled A, B, C, and D in four different areas of the classroom. Save the extra picture for your class presentation, and post it on the board. In class, write the following questions, or questions that fit your pictures better, on the board next to the extra picture. You may want to elicit some of the questions from your students. <ul style="list-style-type: none"> What is the make? What is the model? What year is it? What is the mileage? How many miles per gallon does it get? 	<p>Basic Skills: Listening/ Speaking/ Reading/ Arithmetic</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity</p>

Does it have an automatic transmission?
What options does it have?

4. Go over the meaning and pronunciation of any new words. Have volunteers come up and write the answers to the questions. Tell students that they are going to read information about another car and answer questions, just as you have demonstrated.
5. Put students in groups of four. Assign each person in each group a letter, A, B, C, D.
6. Have students copy the questions about the car onto a piece of paper and put their letter on the top of the page. Instruct students to walk to their assigned vehicle ad (marked with their letter, A, B, C, or D), find out and write down the answers to the questions. Make sure they understand that each group member will look at a different ad and then return to their groups.
7. When all the members have returned to their group, have each group member share his/her answers with the others.
8. Write sentence starters such as *I think that... I believe that... I'm sure that...* on the board. Using the picture posted at the front of the room, make statements comparing the cars with those sentence starters. For example: *I think that this car has the lowest price because it costs only \$500. I'm sure that this car gets the best mileage.*
9. Have students work in groups to choose which car they prefer and use the sentence starters to express their opinions. Have them share their preferences with their groups, and then with the whole class. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics B. Personal Finance	25. Demonstrate familiarity with basic banking terminology and services. a. Write or cash a check or money order. b. Apply for a checking account. c. Use and maintain a checking account. d. Identify the uses and risks of credit cards. CASAS #: 1.3.2, 1.8.1, 1.8.2	14. <i>Will and would</i> for Requests

SAMPLE SCANS ACTIVITY: Role Play

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students practice depositing and withdrawing money from a savings account and recording transactions in a bankbook.</p> <ol style="list-style-type: none"> 1. Collect savings deposit and withdrawal slips from a nearby bank. Obtain a bankbook or register with debit and credit columns and copy a blank page. Prepare transparencies that include a withdrawal slip, a deposit slip and the bankbook page. Photocopy the bankbook page, one per student. Photocopy sheets of deposit slips and withdrawal slips and cut apart to create several of each for every student. Also, collect or make copies of play money to serve as currency. Each student should have at least \$50 "play" dollars to work with. If available, get a picture of a bank interior with people standing in line and talking with a bank teller. 2. Place the transparency on the overhead. Distribute several withdrawal and deposit slips, \$50 and a photocopy of the bankbook/register to each student. 3. Introduce vocabulary: deposit slip, withdrawal slip, debit, credit, bankbook/register, savings account, balance, signature, bank teller, etc. 	<p>Basic Skills: Listening/ Speaking/ Writing/ Arithmetic</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Money</p>

4. Using the transparency, model the use of the deposit and withdrawal slips by filling them out on the transparency with input from the students. First make a \$50 deposit, then a \$30 withdrawal. Also demonstrate recording the transactions in the bank register.
5. Describe the bank setting and the process of making deposits and withdrawals in the bank. Use the picture or draw quick stick figures on the board. Elicit information from the students to find out what they know about the setting and the process. Tell the students they will be role playing an interaction with a bank teller, filling out the slips and asking to deposit and withdraw money from a savings account.
6. Teach sample statements/questions used at the bank. Ask students to use these statements/questions as they work together. For example:
 - “I would like to deposit (amount) in my savings account.”
 - “I would like to withdraw (amount) from my savings account.”
 - “Would you please tell me my savings account balance?”
7. Have students fill out a few deposit and withdrawal slips that will work with the play money they have.
8. Form pairs. Instruct one student to play the customer, the other to play the teller. After they have practiced in one role, have them switch roles.
9. After students have had time to practice, line up some desks at the front of the class to simulate a bank. Ask for volunteer tellers. Have students line up and “visit” the tellers depositing and/or withdrawing money. Be sure that the play money changes hands as the transactions take place. **
10. After the role play, have students record their transactions in their registers. **

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/ Works with Cultural Diversity

Systems: Understands Social Systems/ Monitors and Corrects Performance

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics C. Housing	26. Inquire about rental units regarding move-in requirements, rental agreement/lease information, and terms included in the rent (e.g., stove/refrigerator, parking, laundry facilities, utilities.) CASAS #: 1.4.2	23c. Participles as Adjectives: <i>be allowed/permitted/ included/ required</i>

SAMPLE SCANS ACTIVITY: Role Play

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students ask and answer questions about an apartment or house for rent.</p> <ol style="list-style-type: none"> 1. Prepare 5-10 apartment or house rental ads, either by clipping them from a newspaper and pasting them to index cards, or by writing them on index cards. You will need duplicate ads, enough to create one index card for every student in your class. Each card should say either "Apartment for Rent" or "House for Rent" at the top of the card. Choose one card to copy onto the board or a transparency as an example ad. Photocopy the Role Play Checklist that follows this activity, one per student. 2. In class, show the example ad. Ask students what questions they would want to ask the person who has this house or apartment for rent. Point out what information is already in the ad and what information they would have to ask to find out. 3. Elicit questions from the class and write them on the board, correcting any errors as you write them. Continue to have the class generate as many questions as possible about rentals and list them all on the board. Suggest some of the following questions if the students don't include them: <p style="margin-left: 40px;">Are the utilities included in the rent? How many parking spaces are included?</p> 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

Are there any laundry facilities?
Are pets allowed?
Is there a security deposit or cleaning fee?
Is there a rental agreement or lease?
Is a credit check required?

4. Explain that the students will do a role play in which they call about a rental ad and ask these types of questions. Elicit some phrases for beginning the conversation, e.g., *Hello. I'm calling about the house for rent. May I ask a few questions?*
5. Form groups of three. Have group members identify Person A, B and C. Pass out one index card to each group.
6. Distribute the role play checklist to all students. Go over the items and explain that these questions will be used to observe the role plays.
7. To model the activity, have two volunteers come to the front of the room, bringing their index card. Ask them to do the role play, asking and answering questions about renting the apartment described in the ad on the card. After they finish, give them a round of applause and have the class complete the first role play checklist on their handouts. Go over the checklist to verify what was observed in the role play.
8. Explain the first role play: Person A will play the role of someone calling about the apartment for rent, and Person B will play the role of the property manager. Person C will listen to the role play and mark the Role Play Checklist afterwards. Have the groups begin the first role play.
9. As the groups finish each role play, hand out another card to each group. Have Person B and Person C do the role play and Person A mark the checklist. Repeat with another card and have Person A and C do the role play and Person B mark the checklist.
10. Have volunteers perform their role plays for the class. **

** This step serves as an evaluation of the activity.

ROLE PLAY CHECKLIST

Role Play #1 Speakers: _____ and _____

	YES	NO
1. Did the caller state why he/she was calling?	_____	_____
2. Did the caller ask about the requirements for renting?	_____	_____
3. Did the property manager answer the caller's questions?	_____	_____
4. Did the caller thank the property manager for the information?	_____	_____

Role Play #2 Speakers: _____ and _____

	YES	NO
1. Did the caller state why he/she was calling?	_____	_____
2. Did the caller ask about the requirements for renting?	_____	_____
3. Did the property manager answer the caller's questions?	_____	_____
4. Did the caller thank the property manager for the information?	_____	_____

Role Play #3 Speakers: _____ and _____

	YES	NO
1. Did the caller state why he/she was calling?	_____	_____
2. Did the caller ask about the requirements for renting?	_____	_____
3. Did the property manager answer the caller's questions?	_____	_____
4. Did the caller thank the property manager for the information?	_____	_____

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics C. Personal Finance	27. Scan utility bills for basic information. CASAS #: 1.5.3	N/A
SAMPLE SCANS ACTIVITY: Information Search		

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 30-45 minutes	SCANS FOCUS
<p>Purpose: This is an information search activity in which students scan for specific information on a utility bill.</p> <ol style="list-style-type: none"> Collect copies of five utility bills from teachers, friends or students. Black out names, account numbers and addresses. Choose one bill that seems to be representative of all of the bills. This will be the model you will use to teach from. Photocopy the model bill, one per student. Prepare a transparency of the model bill. Number the remaining bills 1-4. Photocopy each of these four bills, one for every four students in your class. Prepare sets of bills 1-4, one set for each group of four. Create a list of questions about the model bill. Make sure that the questions apply to all the bills. Examples: <ul style="list-style-type: none"> What is the date on the bill? When is the bill due? What is the name of the company? What number can you call if you have a question about the bill? Pass out the model bill to every student. Show the transparency of the model bill. Give students a few minutes to look over the bill and then ask them the questions. As students give you answers, have them come up to the overhead projector and circle the place on the bill where they found the answer. Go over any vocabulary that may be problematic. 	<p>Basic Skills: Reading/ Arithmetic</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Resources: Allocates Material and Facility Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others / Works with Cultural Diversity</p> <p>Systems: Understands Organizational Systems</p>

4. Divide the students into groups of four. Have each student take out a piece of paper and divide it into four parts. Have them write one number (1-4) at the top of each section of the paper. Tell students that they will be looking for answers to the same questions about four more bills.
5. Give a set of bills to each group. Have each student in the group select one bill.
6. Tell students to read their bills and answer the questions for that bill in the section of their paper that corresponds to the number on the bill.
7. When students have answered the questions for their first bill, have them trade bills with another person in their group and repeat the process. Continue until every student in the group has read every bill and answered the questions.
8. Have students in the group pair up to compare their answers for all four bills, then compare answers again with another member of their group. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics D. Food and Shopping	28. Identify bargains and compare price, quality, and quantity. CASAS #: 1.2.2	23a. Comparatives and Superlatives 30. Exclamatory Sentences
SAMPLE SCANS ACTIVITY: Pair Project		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Steps for Sample Activity:	Approximate Time of Activity: minutes	SCANS FOCUS
Purpose: This is a pair writing activity in which students will create a newspaper insert advertising sale prices. Students should already be familiar with basic vocabulary such as <i>prices slashed</i> , <i>get a good deal on...</i> , <i>better than...</i> , etc.		Basic Skills: Reading/ Writing
1. Collect a few advertising inserts from local newspapers. They can be from supermarkets, craft stores, electronics stores or others. Be sure to find inserts that contain exclamatory sentences, comparatives and/or superlatives. Gather supplies for making a mock-up of a full-page ad, including crayons, markers, rulers, large sheets of paper, etc.	Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye	
2. Post the advertising inserts you've collected at the front of the classroom. Use the posted inserts to review advertising terminology with the students (e.g., <i>sale</i> , <i>reduction in price</i> , _____% off, <i>coupon</i> , <i>prices slashed</i> , <i>competitors</i> , etc.)	Personal Qualities: Responsibility/ Sociability/ Self-Management	
3. On the board or a transparency, write the names of several categories of items that are often advertised in newspaper inserts: automobiles, homes, appliances, computers, office supplies, food, clothing, etc. Involve students in making this list.	Resources: Allocates Material and Facility Resources	
4. Together with the students, brainstorm the sub-categories within each larger category of items for sale. Write these subcategories next to each main category on the board or transparency; e.g., GROCERIES – vegetables, fruit, meat, milk, cereal, canned foods, etc.	Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Interpersonal: Participates as a Member of a Team/ Negotiates to Arrive at a Decision	

5. Explain that students will be making their own advertising inserts. Using the posted advertising inserts, discuss the details of the flyer: *What catches your eye? What exclamatory sentences are used? How much are the items? What colors are used? What comparatives and superlatives are used? etc.*
6. Form pairs and have one partner from each pair come to the front to select some supplies. Have pairs work together to choose a category of item and create an insert from the category they choose using the supplies provided. Ask pairs to illustrate the insert (very basic drawings are fine) and use comparatives, superlatives and exclamatory sentences (*Best prices in town! Never cheaper! etc.*) in the insert's text. Circulate to encourage creativity.
7. Have pairs post their finished inserts around the room. Have students circulate looking for superlatives, comparatives and exclamatory sentences in each other's inserts. If desired, take a poll to find out the class's favorite ad. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics D. Food and Shopping	29. Interpret ads, circulars and coupons. CASAS: #1.2.1, 1.3.5	13. <i>Why don't we...</i> for Suggestions 20b. Infinitives as Objects of Verbs
SAMPLE SCANS ACTIVITY: Scavenger Hunt		

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a scavenger hunt activity in which students look through supermarket circulars to plan a dinner menu. Students work in groups as they plan the meal, practicing language structures to express their opinions and come to consensus.</p> <p>1. Collect enough supermarket circulars so that each group of four students in your class will have one or two. Photocopy the Healthy Dinner Shopping List that follows this activity, one for every four students in your class. Prepare a transparency of the Healthy Dinner Shopping List. Select one of the supermarket circulars to use as a model. Create a basic dinner menu, selecting six items from the circular as ingredients. Circle the six items you will be buying for the dinner on the circular with a marker.</p> <p>Note: The challenge is to make a dinner menu that uses six items from the food groups on the "Shopping List," one meat or fish, two vegetables, one grain and two fruits. For example, if the circular includes chicken pieces, potatoes, green beans, rolls, apples and lemons, the menu could be: Baked chicken, mashed potatoes and gravy, green beans, dinner rolls, and apple pie.</p> <p>Copy these two "sentence starts" onto strips of paper. Make enough strips so that half of the class will have each sentence:</p> <p style="padding-left: 40px;">Why don't we buy/get _____?</p> <p style="padding-left: 40px;">I like eating/making _____.</p>	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing/ Arithmetic</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Money</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity</p>

Gather enough markers and butcher paper or tear sheets so that each group of four will have one to use for their report back.

2. Tell the students that they will go on a scavenger hunt using supermarket circulars. Explain the task: the group will work together to plan a healthy, economical, and creative dinner menu for a family of four. They need to look at the prices for food and pay attention to bargains, coupons or special offers. They will plan a dinner menu that uses items from the supermarket circulars, and then they will list six specific items they will buy, along with the prices and quantities they need.
3. Show the Shopping List on the overhead projector and thoroughly explain all of the headings.
4. Model the activity with the sample menu you created. Write the sample menu on the board. Give the prepared circular to a volunteer. Have the student dictate the items and the prices while you fill in the spaces on the Shopping List transparency. Figure out the total cost with the class.
5. Tell the students they will be working in groups to create a menu from the circular and also a shopping list.
6. Tell them that they will also be practicing some grammar as they work in their groups. Put these two open-ended sentences on the board:

Why don't we buy/get _____ ?

I like eating/making _____.

7. Ask for examples of how students could use these sentences as they work together on this activity. Input from students should include statements such as "Why don't we buy peaches?" and "I like making pizza."
8. Divide the students into groups of four.
9. Hand out one blank Healthy Dinner Shopping List, one or two supermarket circulars, a marker and a blank piece of butcher paper to each group. Pass out two of each sentence strip (four strips total) to each group.
10. Write these instructions on the board and review them with the students.
 - a) Select a recorder to write for the group.
 - b) Select a reporter to report to the class.
 - c) Select a leader to make sure everyone speaks and uses their grammar sentence strip at least two times.

- d) Read the supermarket ad.
- e) Create a dinner menu.
- f) Write the menu and the complete shopping list with quantities and prices on the poster.
- g) Add the total cost of the dinner and write it on the poster.

11. Start the activity. Circulate and monitor.
12. Call time when the groups have finished.
13. Have the recorders from each group put their posters up on the wall. Have the reporters tell the class about their menus and shopping lists. If you wish, you can give a small prize to the group that the class decides has the most economical or creative menu. **

** This step serves as an evaluation of the activity.

HEALTHY DINNER SHOPPING LIST (FAMILY OF FOUR)

FOOD GROUP	FOOD TO BUY	PRICE PER POUND (OR CONTAINER)	WE NEED THIS QUANTITY	TOTAL PRICE FOR THIS ITEM
MEAT OR FISH				
VEGETABLE				
VEGETABLE				
GRAIN				
FRUIT				
FRUIT				

TOTAL COST OF THE MEAL:

\$ _____

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics D. Food and Shopping	30. Identify and explain product defects to store personnel in order to exchange something or get a refund. CASAS #: 1.3.3	23c. Participles as Adjectives

SAMPLE SCANS ACTIVITY: Line Interactions

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a line interaction activity in which students practice identifying product defects and requesting a refund.</p> <ol style="list-style-type: none"> 1. Before class, gather several defective items such as an old pen that doesn't work, broken sunglasses, and a ripped t-shirt. You can also get several Styrofoam cups and scratch some, chip some, crush some, and put holes in some. You will need enough items for half of your class. 2. Review vocabulary by holding up the items you have gathered and eliciting what is wrong with each (it doesn't work, it's chipped, dented, cracked, torn, broken, etc.) 3. Write the following dialog on the board: <p style="margin-left: 20px;">Customer: I'd like to return this/these_____.</p> <p style="margin-left: 20px;">Clerk: What seems to be the problem?</p> <p style="margin-left: 20px;">Customer: It's/They're _____.</p> <p style="margin-left: 20px;">Clerk: I see. Would you like to exchange it/them?</p> <p style="margin-left: 20px;">Customer: No thanks. I'd like a refund please.</p> 4. Practice the dialog chorally, substituting a few of the items you have gathered to fill the blanks, until students have memorized it. Keep the dialog on the board for reference. 5. Have students number off by twos. Have the "ones" stand in front of the class in a line. 	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Material Resources</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Serves Clients/Customers/ Works with Cultural Diversity</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

6. Give each of the students in front of the class a defective item. Tell them they are the customers and they will be returning the item they have in their hand. Tell the “twos” to now go and stand across from a student who is already standing in front. Tell them that they are the clerks.
7. You now have two lines facing each other. Have the pairs that are across from each other practice their dialogs one time. (If there is an odd number, the teacher can participate.)
8. When the pairs have finished, tell the students who have the defective items to pass them across to their partner. Now the “twos” have the items. Next have ONLY the twos move down the line, one person to their left. The student who was at the far left should move all the way to the right side of the same line. Now all students have a new partner across from them.
9. Have the new pairs practice their dialog again with the new item. After a few minutes call, “Switch.” Have students again pass their item to the person across from them, and the “twos” move one person to the left, with the person at the far left moving all the way to the right side of the line. Model this carefully with the students until they understand.
10. Once they understand the movement of the lines to change partners, you can stand at the end of the line and call “Switch.” Whenever you say switch, they will pass the item across to their partner and the “twos” will move one person to the left. Repeat until all the students have moved through the line.
11. Call on volunteers to perform a dialog in front of the class.**

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics D. Food and Shopping	31. Interpret basic cooking recipes. CASAS #: 1.1.1, 1.1.7	Review of Imperatives 28. Logical Connectors

SAMPLE SCANS ACTIVITY: Total Physical Response (TPR) and Scrambled Sentences

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a TPR activity in which students carry out the steps of a recipe and then unscramble sentence strips that represent the written recipe. Students should already be familiar with weights and measurements.</p> <ol style="list-style-type: none"> 1. Photocopy the Scrambled Recipe following this activity, one for every two students in your class. Cut each recipe into strips, mix them up, and fasten each set of strips with a paper clip. Make one copy of the 15 Recipe Steps page and cut into 15 squares. Gather the props: a bowl, a wooden spoon, a plastic knife, measuring cups and spoons, a 9 x 9 inch baking pan, empty "zip lock" bags labeled FLOUR, SUGAR, BAKING SODA, and WALNUTS, index cards labeled VANILLA, EGG, BUTTER, CINNAMON, SALT, and two index cards labeled APPLE. Optional: Prepare an overhead transparency of the Scrambled Recipe page and cut it into strips or a make a set of enlarged copies that can be cut into strips to be posted on the board with tape or magnets for correcting the scrambled recipe sequence. 2. Set up the props for the cooking demonstration on a table in the front of the classroom and write the name of the recipe, Apple Cake, on the board. 3. Distribute the numbered recipe step cards to 15 students. Tell each student who has a card to select a classmate to be his "cook." Explain that the cooks will come up to the front of the room in order, one at a time, to demonstrate the parts of the recipe written on their cards. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Arithmetic</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Human Resources</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p>

4. Tell the class that they will ask each “cook” for clarification (e.g., *How much...? How many...? Did you say...? Could you explain that again?*)
5. Start the activity by asking the student holding card #1 to send his “cook” to the front of the classroom. Tell the student to explain to his “cook” how to perform this step of the recipe demonstration. Insist that the “cook” use the clarification strategies.
6. Continue until all 15 steps of the recipe have been performed. Collect the numbered squares.
7. Form pairs. Hand out the scrambled recipe strips, one set per pair. Give the signal to start unscrambling the recipe and placing the strips in order on the table.
8. Correct as a class by writing the steps on the board, sequencing the transparency strips on the overhead projector, or placing enlarged strips on the board with magnets or tape. **

** This step serves as an evaluation of the activity.

Systems: Monitors and
Corrects Performance

SCRAMBLED RECIPE

APPLE CAKE

Peel two medium-sized green apples (Pippin or Granny Smith).

Cut the apples into small pieces and put in a bowl.

Break one egg over the apples and stir.

Add 1/4 cup softened butter, 1 cup flour, 1 cup sugar, 1 teaspoon cinnamon, 1/4 teaspoon baking soda, 1/4 teaspoon salt, and 1 cup chopped walnuts.

Mix well.

Pour into a 9 x 9 inch pan.

Bake at 350° F. for 40 minutes.

15 RECIPE STEPS

<p>#1</p> <p>Peel two medium-sized green apples (Pippin or Granny Smith).</p>	<p>#2</p> <p>Cut the apples into small pieces.</p>	<p>#3</p> <p>Put the pieces of apple into a bowl.</p>
<p>#4</p> <p>Break one egg over the apples.</p>	<p>#5</p> <p>Stir.</p>	<p>#6</p> <p>Add 1/4 cup softened butter.</p>
<p>#7</p> <p>Add 1 cup flour.</p>	<p>#8</p> <p>Add 1 cup sugar.</p>	<p>#9</p> <p>Add 1 teaspoon cinnamon.</p>
<p>#10</p> <p>Add 1/4 teaspoon baking soda.</p>	<p>#11</p> <p>Add 1/4 teaspoon salt.</p>	<p>#12</p> <p>Add 1 cup chopped walnuts.</p>
<p>#13</p> <p>Mix well.</p>	<p>#14</p> <p>Pour into a 9 x 9 inch pan.</p>	<p>#15</p> <p>Bake at 350° F. for 40 minutes.</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	32. Demonstrate knowledge of basic functions of the three branches of government. CASAS #: 5.5.2, 5.5.3, 5.5.4	N/A

SAMPLE SCANS ACTIVITY: Category Dictation

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity: 25 minutes</p>	<p>SCANS FOCUS</p>						
<p>Purpose: This is a categorizing and dictation activity in which students write dictated sentences in the correct columns.</p> <ol style="list-style-type: none"> After a reading or a presentation on the three branches of government, write headings for the three branches of government on the board in three columns. Have students copy the chart in their notebooks as you have written it on the board: 	<p>Basic Skills: Listening/ Writing</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p>						
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="183 1062 500 1104">Legislative Branch</th> <th data-bbox="505 1062 816 1104">Executive Branch</th> <th data-bbox="821 1062 1133 1104">Judiciary</th> </tr> </thead> <tbody> <tr> <td data-bbox="183 1110 500 1182"> </td> <td data-bbox="505 1110 816 1182"> </td> <td data-bbox="821 1110 1133 1182"> </td> </tr> </tbody> </table>	Legislative Branch	Executive Branch	Judiciary				<p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p>
Legislative Branch	Executive Branch	Judiciary					
<ol style="list-style-type: none"> Tell the students that this activity is just like a dictation, except that after listening to a sentence they must choose which category on their papers to write the dictated sentence in. Dictate the first sentence, and ask students which column it should be written in. Write it in the INCORRECT column on the board and have them correct you. Write the sentence in the correct column. Model until students understand the instructions. Begin the dictation. Remind the students to only write their answer, not to repeat the sentence or call out the correct category. Dictate the sentences randomly. When finished, call on volunteers to write their answers in the correct categories on the board. Correct as a class. ** <p style="margin-left: 40px;">** This step serves as an evaluation of the activity.</p>	<p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>						

Sample Dictation Sentences

The Executive Branch

The president signs new laws.

The Cabinet is a group of advisers who are chosen by the president.

The Secretary of State is an expert who advises the president.

The vice president helps the president and is the leader of the Senate.

The Legislative Branch

The Congress is made up of two parts: the Senate and the House of Representatives.

The Congress has the power to make laws.

The House of Representatives has 435 members.

The Senate has 100 members, two from each state.

The Judiciary

The job of the judiciary is to interpret the law.

The Supreme Court and the federal courts are part of this branch.

There are nine justices on the Supreme Court.

The president and Congress choose the justices.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	33. Explain orally and in writing events and persons associated with major national holidays. CASAS #: 2.7.1	5. Simple Past Tense

SAMPLE SCANS ACTIVITY: Brainstorm/Reading/Writing

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 60-70 minutes	SCANS FOCUS
<p>Purpose: This is a brainstorming, pair reading and writing activity in which students pool their knowledge about a national holiday, verify the accuracy of their information through a reading, and write a paragraph about the holiday.</p> <ol style="list-style-type: none"> 1. Select an upcoming national holiday. Choose a reading about that holiday and photocopy it, one copy per student. 2. Ask students what they know about the holiday. Write the information they know on the board. Do not edit this information. 3. Put students into pairs. 4. Distribute the reading material. Have students read the material and work with their partners to verify the accuracy of the facts on the board. Students should look for items that are correct, incorrect, or missing. 5. Eliciting ideas from the whole class, correct any grammatical errors or errors in the information on the board. Add additional information learned from the reading. Note: There should be many different sentences and bits of information on the board, not a structured passage with paragraphs, etc. 6. Using the information on the board, have each student write a paragraph 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others</p> <p>Systems: Monitors and Corrects Performance</p>

7. about the holiday. Have students exchange papers with a classmate for peer editing. After making corrections based on their partners' input, have volunteers read their paragraphs to class.
8. Collect the papers and make comments on the paragraphs. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	34. Identify procedure to follow after a car accident. CASAS #: 1.9.7	N/A

SAMPLE SCANS ACTIVITY: Life Skills Reading/Optional Internet Activity

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 35 minutes	SCANS FOCUS
<p>Purpose: This is a life skills reading activity in which students identify steps to take after a traffic accident.</p> <ol style="list-style-type: none"> 1. If you are not planning to use the Internet for this activity, photocopy the Automobile Club piece on "What to Do in Case of an Accident" following this activity, one for every two students in your class. If you are planning to use a computer lab with Internet access for this activity, visit the Automobile Club of Southern California Web site at www.aaa-calif.com. At that site click on "automotive," then "traffic and safety" and look for the "proper steps" segment under "What to Do in Case of an Accident." Make a copy of the page for yourself, and note the steps you followed to find the information. 2. If you are doing this as an Internet activity, make sure the computers are up and running in the classroom or lab and that the students will be able to easily navigate to the site. Optional: Write the steps on a transparency or the board (covered to be revealed later) for students to follow to get to the site and find the information. 3. Form pairs. If you are using the Internet, have pairs sit together at a computer. 4. Tell your students that they will be working in pairs to find out what they should do if they are driving a car that is involved in a traffic accident. 5. Ask the students what they think they should do if they have a traffic accident. Make a list of these ideas on the board or on a transparency. Write down all the ideas the students suggest. Go over any new vocabulary. 	<p>Basic Skills: Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information/ Uses Computers to Process Information</p> <p>Interpersonal: Teaches Others</p> <p>Systems: Understands Organizational and Technological Systems</p> <p>Technology: Applies Technology to Task</p>

6. When you have a substantial list, stop the brainstorm.
7. If you are not doing this as an Internet activity, distribute the handouts, one for each pair. If you are using the Internet, direct the pairs to the Automobile Club page "What to Do in Case of an Accident."
8. Direct the students' attention to the portions labeled "DO" and "DON'T." Have pairs compare the list the class came up with in the brainstorm to the list from the Automobile Club, discussing and noting items that are the same as the class's list or different from the class's list. **
9. Work with the whole class to make any corrections or additions to the list the class created in their original brainstorm. Optional: Create and distribute later a printed version of the class's final list for students to keep in their cars in case of an accident. If students are working on line, have them print the appropriate page from the Internet site.

** This step serves as an evaluation of the activity.

What to Do in Case of an Accident

From the Web site of the Automobile Club of Southern California, 2004

DO

- Move your vehicle out of traffic as soon as it's safe.
- Call police and paramedics if necessary.
- Provide reasonable assistance to anyone injured.
- Show your driver's license and registration to the other driver, the injured persons, and the police officer.
- Provide written evidence of your insurance coverage to the police officer. Include the name of your insurance company and the number of the policy.
- Report the accident to the Department of Motor Vehicles in Sacramento within 10 days if property damage exceeds \$500 or there are any injuries. Your insurance adjuster may be able to assist you.

DO NOT

- Discuss the financial limits of your policy with anyone.
- Discuss responsibility for the accident or circumstances of the accident with anyone except the police or an identified representative of your insurance company.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	35. Describe a traffic accident or crime and fill out a simple report form. CASAS #: 1.9.7, 5.3.8	5. Simple Past Tense 6. Past Continuous
SAMPLE SCANS ACTIVITY: Role Play		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a role play activity in which students take the roles of a police officer and a person who has witnessed an accident.</p> <p>1. Prepare a sample dialog between a police officer and a witness, or use the following suggested dialog:</p> <p>Officer: What is your name? Witness: My name is _____. Officer: What is your phone number? Witness: My phone number is _____. Officer: Where do you live? Witness: I live at _____. Officer: Where were you at the time of the accident? Witness: I was standing on the other side of the street. Officer: What did you see? Witness: I saw the blue car hit the red car. The blue car was going very fast and it ran the red light. Officer: What was the type of vehicle? Witness: It was a blue SUV. Officer: Do you know the make and model? Witness: No, I'm not sure.</p> <p>2. Act out the sample dialog in front of the class. Ask basic comprehension questions about who's talking and what the situation is, followed by more detailed comprehension questions.</p>	<p>SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management</p> <p>Interpersonal: Works with Cultural Diversity</p>
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3. Write the sample dialog on the board. Work with the whole class to generate alternative phrases for key parts of the dialog such as where the witness was, what happened in accident, and various types, makes and models of cars.
4. Take the role of the police officer and ask for a volunteer to take the role of the witness. Repeat the sample dialog as it is written on the board. Then take the role of the witness and ask for a volunteer to take the role of the police officer. Repeat the dialog again.
5. Ask two more volunteers to role play the interaction with you, one as the police officer and one as the witness, while you take the other roles. This time have the volunteers vary the language that they use, incorporating some of the alternatives that are on the board.
6. Ask students to get into pairs. Have partners role play the interaction, first taking one role and then taking the other. Then have pairs join another pair and work with new partners, role playing the interaction two more times. Continue having students change partners as many times as desired, and then call time.
7. Ask the whole class to think of the witnesses they spoke to when in the role of the police officer. Have several volunteers choose the witness who described the most interesting accident; then ask that pair to perform the role play for the whole class. **

Optional: Write the descriptions of the accidents described in the final role plays on the board and correct as a class.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	36. Identify major internal organs, major diseases and common medical procedures. CASAS #: 3.1.1	N/A
SAMPLE SCANS ACTIVITY: Concentration Game		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This activity is a concentration game in which students identify and match major internal organs and diseases. It should be used to practice vocabulary that has already been taught.</p> <ol style="list-style-type: none"> 1. Before class, make a transparency of the concentration game board following this activity. Cover each square with a small Post-It note. Do not cover the numbers. 2. Divide the class into two teams. 3. Put the transparency on the overhead projector. Point out to the students that there are 16 numbered boxes. Tell them that they are going to play a memory game in which they will match sentences with their missing words. 4. Ask a student volunteer to give you two numbers. Reveal the boxes for those numbers and ask the students if they are a match. Most likely they will say no. Cover those boxes and then reveal two boxes that do match. Explain that members from the two teams will take turns asking for two numbered boxes to be revealed. If a match is revealed, the team will get one point. Tell students that they cannot write the answers and they cannot shout out the answers to their teammates. 5. Begin the game. Have individuals from each team call two numbers. If there is a match, they get one point for their team. Continue until all the squares have been uncovered and there is a winner. 6. Go over all the answers as a class and have students repeat chorally. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Management/ Integrity/Honesty</p> <p>Systems: Understands Organizational Systems</p>

CONCENTRATION GAME

1. Brain	2. Liver	3. Heart	4. Stomach
5. When you have arthritis, you have problems with your _____.	6. When you have osteoporosis, you have problems with your _____.	7. Bones	8. When you have diabetes, you might have a problem with your _____ or _____.
9. When you have high blood pressure, it could damage your _____.	10. When you have asthma, it affects your _____.	11. Joints	12. Pancreas or kidneys
13. When you have an ulcer, it's in the _____.	14. Lungs	15. When you have hepatitis, it's a problem in the _____.	16. When you have a stroke, it's in the _____.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	37. Ask and answer questions about common signs and symptoms of medical problems. CASAS #: 3.1.1	7a. Present Perfect Tense 26f. Adverbs of Duration 27b. Prepositions of time Present Perfect 8a. Continuous

SAMPLE SCANS ACTIVITY: Four Corners/Role Play

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity: 40 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a role play activity in which students act out a visit to the doctor and talk about their symptoms. The students should be familiar with common medical symptoms.</p> <ol style="list-style-type: none"> 1. Make one copy of the page following this activity and cut apart the 20 “symptom” and four “doctor” squares. Glue the squares onto index cards (optional). Use the blank square to make a practice card with one additional symptom on it. Note: There are enough squares for a class of 24 students. If the class will be larger, make extra symptom cards, keeping roughly equal numbers of symptoms for each type of doctor. Make four signs: Dr. Green, Internal Medicine; Dr. Brown, Internal Medicine; Dr. Fields, Sports Injuries Clinic; and Dr. Young, Pediatrics. 2. Put up the four signs in different corners of the room. 3. Brainstorm with the students and write on the board or a transparency the key words and expressions they would use when visiting a doctor for a health problem. Elicit expressions for greetings, explaining symptoms, asking and saying how long they have had symptoms, giving details (e.g. painful), and giving and getting doctor’s recommendations. 4. Model the role play by asking one student to be a patient. Take the role of the doctor. Give the student the practice symptom card and lead him through the conversation. Switch roles. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/Sociability/ Self-Management</p> <p>Systems: Understands Social Systems</p>

5. Have all of the students get up and stand in one part of the room. Explain that four students will receive a card with a doctor's name on it and the others will receive a card with a symptom on it. Hand out the cards. If there are fewer than 24 students in the class, some of the symptom cards can be taken out. If there are more students in the class, some symptom cards can be added. (See step 1.)
6. Tell the "Doctors" to stand under the sign with their name on it. Tell the "Patients" to go to the appropriate doctor and wait in line. Verify rapidly that each "Patient" is in the correct doctor's line, according to his or her symptom.
7. Ask each "Patient" to role play an interaction with the "Doctor" according to the symptom on the card. Ask the first student in line at each Doctor's Office to begin.
8. Circulate and monitor the conversations.
9. Call time and have a few students role play in front of the class. **

** This step serves as an evaluation of the activity.

Dr. Brown	Dr. Green	Dr. Fields	Dr. Young	
a headache and ear pain	a swollen knee from running	nauseous	a fever	a backache
dizzy	a running nose and itchy eyes	a tender elbow from tennis	a bruised leg from soccer	a stiff neck
a swollen finger from basketball	a stuffy nose and a headache	the chills and aching muscles	a sore throat and a dry cough	a bruised shoulder and neck pain from swimming
You are 12 years old and you have a stomachache.	You are 11 years old and you have a fever and the chills.	You are 10 years old and you have a bad cough.	You are 8 years old and you have a rash on your arms and legs.	You are 10 years old and you have an earache.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	38. Identify common medical and dental problems, procedures and remedies. CASAS #: 3.1.1, 3.5.4	12. <i>Should for</i> Advisability 21 a. Noun Clauses

SAMPLE SCANS ACTIVITY: Mixer

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity: 35 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This activity is a mixer in which students ask and answer questions about medical problems and remedies.</p> <ol style="list-style-type: none"> Obtain 3 x 5 cards in two colors, so that half of the students in your class can have one color and the other half can have the other color. Photocopy the Problems and Remedies page that follows this activity, making enough copies that there will be one question or answer for each student. Cut the answers and questions apart. Choose one color index card for the questions and one color for the answers. Paste one question on each of the question cards and one answer on each of the answer cards. Using this example, make one additional question card and two additional answer cards to use for modeling the activity: <p style="margin-left: 40px;">Question: I have a headache. What should I do? Answer 1: Put some alcohol on it. Answer 2: Rest in a quiet, dark room.</p> Pass out the question cards to half of your class and the answer cards to the other half. Depending on the size of your class, two or more students may have the same answer or question. This is okay. Just make sure that every problem has a matching remedy. Have students silently read the question or answer that they have. Have students write down any vocabulary they do not know. Ask students to tell you the new vocabulary and write it on the board or a transparency. Teach the new vocabulary. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others/ Works with Cultural Diversity</p>

4. Tell the students that they will be asking and answering questions about medical problems and remedies. Tell them that half of the class has problems on their cards, and those with the other color have remedies.
5. Put the grammar structures on the board and review with the students:

(He/she/I) have/has a _____. What should _____ do?

I think that (he/she/you) should _____.
6. Model the activity by having a volunteer ask you the example question on the model question card. (Keep the two answer cards for now.) First answer the question using the information on the “wrong” card. Be sure to use the suggested grammar structures.
7. Next, hand the model question card to another volunteer and have him/her ask the same question. This time answer using the information on the “correct” answer card, and explain that this question and answer match.
8. Instruct students to stand up and circulate, asking and answering the questions until they find a match. When they find someone who has the correct answer or question to match theirs, they should sit with that person. Let students know that they cannot read each other’s cards. They must listen to each other to decide if the question and the answer are a match.
9. Circulate and monitor the activity.
10. Call time when everyone has found a partner. Review the questions and answers with the class by having pairs read their questions and answers out loud. Have the class confirm whether each pair is a match and answer any vocabulary questions. **

Follow-up Activity: Have partners discuss medical practices in their countries.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	39. Identify necessary immunizations and tests (for school enrollment, employment, etc.) CASAS #: 3.2.2	N/A
SAMPLE SCANS ACTIVITY: Internet Search		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity: 50-60 minutes</p>	SCANS FOCUS
<p>Purpose: This is a search activity in which students use the Internet to find out information about diseases that require immunizations or testing for children's school enrollment.</p> <ol style="list-style-type: none"> 1. Make sure that the computers you will be using in class for the Internet search are up and running and that students will be able to easily navigate to sites. If available, set up an LCD projector with your own computer so that you can demonstrate the search process to your students. 2. Do a preliminary search through a search engine to find a couple of sites that discuss each of the following diseases: polio, diphtheria, tetanus, pertussis (whooping cough), tuberculosis, rubella, hepatitis B, haemophilus (meningitis), influenza, measles, mumps. Read a little about the diseases and note the sites you found that would be easily accessible to your students in case you need to assist them with their Internet search. Choose one of the diseases to be the example you will use in class. 3. Seat your students in pairs at the computers. As a classroom management strategy, you may want to pair students who know more about using computers with students who do not. 4. List the diseases on the board or overhead. Number the diseases 1–10. Leave the 11th disease unnumbered as that will be your example. Ask students what they may already know about any of these diseases. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information/ Uses Computers to Process Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Works with Cultural Diversity</p>

5. Tell you students that they will be working in pairs and using the internet to find out information about these diseases. Tell them that children get immunizations and tests for these diseases before starting school. Tell them that adults also get some of these immunizations or tests for these diseases if they are traveling or getting a job in the health-care field.
6. Have students copy the following questions from the overhead/board. Review the vocabulary in the questions. Tell them that they will be looking for the answers to these questions on the Internet.
 - a. What is the name of the disease?
 - b. What are the symptoms of the disease?
 - c. Is it contagious?
 - d. How do people get the disease?
 - e. When do people get immunized?
 - f. What is something else you learned from the internet article?
7. Review the vocabulary in the questions.
8. Have pairs number off from 1-10. Assign each pair a disease based upon their number. For example: 1 - polio, 2 - tetanus, etc.
9. Using the disease you chose as an example, direct students to the search engine and show them how to find articles about that disease. Select an article and have the students scan the article and look for the answers to the questions. Go over crucial unfamiliar vocabulary as a class. Discuss the answers to the questions as a class.
10. Have pairs research their assigned disease using the same process and answer the questions.
11. When students have finished, put pairs into small groups to discuss the answers to their questions. Groups can be re-formed to include different pairs for a second discussion of different diseases if time permits. **

** This step serves as an evaluation of the activity.

Systems: Understands
Technological
Systems

Technology: Applies
Technology to Task

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	40. Confirm, cancel or change an appointment. CASAS #: 3.2.1	N/A
SAMPLE SCANS ACTIVITY: Information Gap/Role Play		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is an Information Gap activity in which students role play patient and medical office receptionist to change an existing appointment.</p> <p>1. Photocopy the handout following this activity, one for every two students in your class. Cut apart the Student A and Student B sections. The top part is the doctor's appointment schedule for Student A, the receptionist. The bottom part is the weekly calendar for Student B, the patient. Prepare a transparency of the A and B sections. Before class, write the following dialog opening on the board:</p> <p>A: Good morning, Doctor Cooper's office. This is _____. How may I help you?</p> <p>B: Hello. This is _____. I need to change my appointment.</p> <p>A: When were you scheduled to come in?</p> <p>B: Tomorrow at 9:00.</p> <p>A:</p> <p>B:</p> <p>2. In class, introduce the situation: a patient is calling to make or change a doctor's appointment. Review possible questions and statements you would say if you were a medical office receptionist scheduling appointments (e.g., <i>Would you like morning or afternoon? Are you available on Tuesday at 8:00 am? We're closed on Wednesday afternoons, etc.</i>)</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others/ Serves Clients/Customers/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity</p>

3. Review possible questions and statements you would say if you were a patient (e.g., *Do you have anything open on Wednesday? What time is your last appointment in the afternoon? I can't make it on Friday at 3:00, etc.*)
4. Go over the dialog opening on the board, and elicit from students how the conversation might continue.
5. Form pairs. Distribute the handouts, part A to one partner and part B to the other. Student A will be the receptionist; Student B will be the patient. Partners may not look at each other's handouts.
6. Explain that the receptionist will look at the doctor's schedule to see what times are available for rescheduling the patient's appointment. The patient, who needs to cancel his/her Tuesday morning appointment, will look at the weekly calendar to see whether other available appointment times would fit in his/her schedule.
7. Using the overhead transparency of the patient's calendar (with only Monday exposed) demonstrate looking at the patient's schedule and asking a question; for example "Do you have any openings between 2 pm and 3:30 pm on Monday?" Likewise, demonstrate looking at the doctor's schedule for Monday and giving an answer. For example, "No, I only have one appointment at 12:00 pm and one at 3:45 pm."
8. Have the students begin with the model dialog and then continue creating their own conversation. They will ask and answer questions about available times until they arrive upon a possibility. (The only viable possibilities are on Thursday, May 4th at 9:45 am or 3:30 pm.) Give a time limit of 10 minutes to practice the dialog.
9. Call time. Have the students switch handouts and begin the conversation again, using the model dialog. This time have them sit back to back (to simulate a phone conversation). Give them 10 minutes to practice the dialog again.
10. Have volunteers present their conversation to the class. Use the overhead transparency to visually identify the appointment times available for both doctor and patient. **

** This step serves as an evaluation of the activity.

Systems: Understands
Social and Organizational
Systems

Student A: Receptionist

Doctor Cooper sees patients from 8:00 am to 4:30 pm.

Available Appointment Times:

Day	Date	Time	Patient
Monday	May 3 rd	12:00 pm	
		3:45 pm	
Tuesday	May 4 th	10:00 am	
		3:00 pm	
Wednesday	May 5 th	8:00 am	
		3:00 pm	
Thursday	May 6 th	9:45 am	
		3:30 pm	
Friday	May 7 th	8:30 am	

Student B: Patient

Weekly Schedule:

Mon. 5/3	Tues. 5/4	Wed. 5/5	Thurs. 5/6	Fri. 5/7
Work 8 am-2 pm	Need to Cancel: Doctor 9 am	Work 8 am-5 pm		Work 8 am-5 pm
Study group 4:30-6 pm	Tutor 9 am-11:30 am Study group 12 pm-3:30 pm		Study group 1-3 pm	
Class 6-9 pm	Class 6-9 pm	Class 6-9 pm	Class 6-9 pm	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	41. Fill out a simplified medical history form. CASAS #: 3.2.1	N/A

SAMPLE SCANS ACTIVITY: Vocabulary Building/Role Play

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a vocabulary building and role play activity in which students take the roles of a medical assistant and patient, asking and answering medical history questions.</p> <ol style="list-style-type: none"> 1. Photocopy the Medical Questionnaire following this activity, two copies per student. Make a few additional copies for some students to do extra practice. Prepare a transparency of the questionnaire. Collect envelopes, one for every group of four in your class. Photocopy the Symptoms and Ailments page following this activity, one per group of four. Cut each page into slips with one item on each, and put one complete set into each envelope. Students in each group will draw their “symptoms” and “ailments” from the envelope. 2. Form groups of four. 3. Pass out one questionnaire to each student. Have individuals read over the questionnaire and circle any words they don’t know. Then have them discuss the meanings of the words they have circled with the other members of their group. When you feel most of the students have had the opportunity to discuss the words they do not know, ask them to tell you any words that they could not define in their group. Teach those words to the entire class. Go over the pronunciation of any new words. 4. Pass out the envelopes, one per group. Explain to the students that they will be taking the roles of a patient and a medical assistant. Each patient will draw several slips from the group’s envelope to use during the role play. The medical assistants will ask questions of the patients in order to complete the Medical Questionnaire form. The patients will respond to the questions, answering <i>yes</i> for the symptoms and ailments they pulled out of the envelope at random and <i>no</i> for the others. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Personal Qualities: Self-Management/ Sociability</p> <p>Resources: Allocates Materials</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Serves Clients/Customers</p>

5. Ask for a student volunteer and model the activity. Have the volunteer take several symptom/ailment slips out of an envelope. These are the items that the volunteer will answer “yes” to on the medical history questionnaire. Ask the volunteer all of the questions and fill out the questionnaire on the overhead. Sample questions include: *Have you ever been treated for diabetes? Do you have any of these symptoms?/a cough?/chills? Do you have a fever today? Does anyone in your family have a history of ulcers? Do you drink coffee? How many cups a day?*
6. Go over the completed questionnaire on the transparency and review how the blanks should be filled in, with a check, *yes/no*, number of drinks per day, etc. Remind students that every “patient” will have different answers to the questions, depending on which slips were drawn from the envelope.
7. Pass out the remaining questionnaires, one per student. Have students form two pairs within each group. Ask one of the partners in each group to draw several symptoms from their envelopes. Tell them that they will be the first patients. Tell them not to show their symptoms to their partners, who will be the medical assistants.
8. Clarify to students that their own personal medical history is confidential and that they should stick to the information that they draw from the envelope.
9. Tell the “medical assistants” to ask all the questions they need to in order to complete the Medical Questionnaire. Tell students that they should put the symptoms back in the envelope when they finish completing the questionnaire and then switch roles, the other partner drawing several symptoms and taking the role of the patient.
10. Have students begin the activity. Circulate and monitor. **
11. Everyone in the group of four should have the opportunity to play both roles. If some groups finish quickly, have them change seats within the group and role play with new partners. (They will need additional questionnaires to practice again.)

** This step serves as an evaluation of the activity.

Medical Questionnaire

Have you ever been treated for _____?

- ✓ (check) Heart Disease _____
 Tuberculosis _____
 Diabetes _____
 High Blood Pressure _____
 Ulcers _____

Do you have any of these symptoms?

- ✓ (check) Coughing _____
 Sneezing _____
 Chills _____
 Runny Nose _____
 Fever _____
 Dizziness _____
 Headache _____

Does anyone in your family have a history of _____?

- ✓ (check) Heart Disease _____
 Tuberculosis _____
 Diabetes _____
 High Blood Pressure _____
 Ulcers _____

Do you wear glasses/contact lenses? _____

Do you exercise regularly? _____

How often? 1x week _____ 3x week _____ every day _____

Do you smoke? _____

Do you drink? _____

How often? 1-2 drinks a week _____ 1-2 drinks a day _____

Do you drink coffee? _____ How many cups a day? _____

Symptoms and Ailments

Heart disease	Tuberculosis	Diabetes
High blood pressure	Ulcers	Coughing
Sneezing	Chills	Runny nose
Fever	Dizziness	Headaches
Father had heart disease	Grandmother had tuberculosis	Aunt has diabetes
Uncle has high blood pressure	Mother had ulcers	Wear contact lenses
Exercise 3 times a week	Drink 6 cups of coffee every day	Exercise every day
Smoke	Drink alcohol once or twice a week	Have a glass of wine every evening

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	42. Inquire about job requirements and application procedures. CASAS #: 4.1.2, 4.1.3	N/A
SAMPLE SCANS ACTIVITY: Brainstorm/Role Play		

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students brainstorm ways to get information about a job announcement and then practice asking about job titles, duties, requirements, and application procedures.</p> <ol style="list-style-type: none"> 1. Announce to the class that you would like them to bring in information about job openings that they might hear about from a friend or see on signs, bulletin boards, or in newspapers. Teach the phrases <i>Help Wanted</i>, <i>Employment Opportunities</i>, <i>Position Available</i>, <i>Now Hiring</i>, etc. to help them in their search for openings. Set a date for students to bring the information to class. Make notes on one or two job openings that you've seen listed or posted as well. 2. Photocopy the Job Announcement following this activity, one per student. Prepare a transparency of the same page. 3. In class, put the Job Announcement transparency on the overhead. Fill in the job title, duties, etc., if known, for a job opening you have seen and explain where you saw the job posted. For any information you don't know such as duties, application procedure, etc. ask the class how they would go about finding out the details about the job opening. List their ideas on the board. 4. Have the class imagine that they are calling a company with a job opening and talking to the receptionist in the personnel department. Have them brainstorm what they would say. Write on the board sentences such as <i>I'm calling about the job opening for a _____, I'd like to know more about the job you have open</i>, etc. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

Have students suggest questions for asking about the job title/position that is open, duties, and requirements/qualifications and write them on the board as well, mixing up the items rather than writing them in order as an elicited dialog. Discuss various ways to apply for a job (calling the company, faxing a resume, etc.) and list them on the board. Finally, brainstorm questions for asking about the application procedure.

5. Using the Job Announcement transparency again, elicit orally a dialog between a receptionist and a student who is calling about the job and asking for information.
6. Explain that students will make their own job announcements, and then will practice asking each other about their job openings.
7. Distribute the handouts. Have students work individually to fill in the required information to create their own job announcements. They can use real information that they have brought in, then make up information to complete the announcement. (Those who did not bring in information can create a job announcement for any position they wish.)
8. Circulate as students are working to make sure the application procedures they have written down are appropriate and realistic. Make suggestions as needed.
9. When all students have completed their job announcements, have them do the role play. Form pairs and explain that one student will take the part of the receptionist in the personnel department and the other will ask about the job opening. Then pairs will switch roles. **
10. Wrap up by pointing out the importance of finding out and following the correct application procedure for a job opening.

** This step serves as an evaluation of the activity.

Interpersonal: Participates as Member of a Team/ Teaches Others

Systems: Understands Social Systems

JOB ANNOUNCEMENT

JOB TITLE:

DUTIES:

REQUIREMENTS:

APPLICATION PROCEDURE:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	43. Demonstrate appropriate job interview behavior. CASAS #: 4.1.5	5a. Simple Past Tense 7a. Present Perfect Tense

SAMPLE SCANS ACTIVITY: Dialog Writing/Role Play

Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

Steps for Sample Activity: Approximate Time of Activity: 45-60 minutes	SCANS FOCUS
<p>Purpose: This is a dialog writing activity in which students read a job posting and create a dialog between an applicant and an interviewer. Then the dialog is acted out in a role play with variations in the behavior of the applicant. The class observes the role play and discusses the behavior of the applicants. Students should already be familiar with job interviews and know some typical interview questions.</p> <ol style="list-style-type: none"> 1. Photocopy the Job Interview Dialog following this activity, one per student. Prepare one transparency. Make one copy of the Scenarios page and cut apart the scenarios. You will need one scenario for every group of 3-4 students. Gather the props (cup of coffee, hat or jewelry, cell phone, chewing gum, etc.) mentioned in the scenarios. 2. Create a "set" for the interview (e.g., a table to use as a desk with a chair facing it for the applicant to sit in.) Have the props for the scenarios nearby for students to use as needed. 3. Inform the students that they will be writing a job interview dialog and then acting it out in front of the class. 4. Form groups of 3-4 students. Have each group select a secretary to write down the group's dialog. 5. Distribute the handouts and go over the directions. Have each group select one of the job postings to work with. Then have students work in their groups to create a dialog, which the secretary will write down for the group. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Human Resources</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Cultural Diversity</p> <p>Systems: Understands Social Systems</p>

6. When the students have finished, ask them to select one student from each group to be the interviewer and one to be the applicant.
7. Have the interviewer and the applicant practice the dialog in their group and prepare to act out the interview.
8. Pass out a different scenario slip to each group. Keep one slip to use for the model scenario.
9. Model an interview using one of the scenario slips. Pick a student from one of the groups as the interviewer. Use the interview created by that group. Take the role of the applicant and act out the scenario on your slip as the interviewer asks you the questions. Exaggerate the inappropriate interview behavior described on your scenario slip.
10. Tell the “applicants” that they will do the interview they have created, but that the applicant will do the behavior described on their card at the same time. Have applicants pick up any props needed for their scenarios.
11. Have teams discuss the scenario and work together to revise the interview based on the scenario slip. Have the applicant and interviewer practice the revised interview. Have the students who are not acting give direction and feedback to the students who will be acting out the interview.
12. After groups have honed their interviews, ask each group's actors to act out their interviews for the class.
13. After each presentation, have the class briefly discuss what the applicant did wrong in the interview. **

** This step serves as an evaluation of the activity.

JOB INTERVIEW DIALOG

Directions:

- Read the job postings below. With your group select one of the job postings.
- Choose a secretary to write for the group.
- Work together to write one job interview dialog for your group. Write the questions for the Interviewer and the answers for the Applicant. Use the example questions below to help you.

JOB POSTINGS (Choose one)

Receptionist – Person w/ friendly personality wanted to work in busy front office. Good telephone and organizational skills a must. Some computer experience needed. Bilingual a plus. Great entry-level position. Work hours: 9:00am-5:00pm, Tuesday-Saturday.

Painter – Hard working, responsible person needed to join painting crew. Must be able to work without supervision. Some painting experience a plus. Will train. Variable hours. Full and part-time positions available. Must be able to work weekends.

Example Interview Questions:

1. What is your name?
2. Have you ever done this type of job before?
3. Tell me about your job experience.
4. What strengths do you have that make you a good candidate for this job?
5. Why do you want this job?

SCENARIOS

1.

Applicant: You brought your child to the interview because there was no one to babysit.

Child: You are bored. You want to go to the bathroom. You want to go home.

2.

Applicant: You are wearing sunglasses during the interview.

3.

Applicant: You introduce the person who drove you to here to the interviewer.

Driver: You shake hands with the interviewer.

4.

Applicant: You were on time for the interview. Complain about having to wait.

5.

Applicant: Introduce yourself and immediately ask about the salary and benefits that come with the job.

6.

Applicant: You have a copy of your resume. You have folded it and put it in your pocket or purse. It has been there for a long time. Take it out to give to the interviewer.

7.

Applicant: You do not make eye contact with the interviewer. You look down or look around the room when he/she talks to you.

8.

Applicant: You bring a cup of coffee to the interview and drink it during the interview.

9.

Applicant: You are not appropriately dressed for an interview. If you are a woman, you are wearing too much jewelry. If you are a man, you are wearing a hat.

10.

Applicant: You were late for your interview because the building was hard to find.

11.

Applicant: Your cell phone rings during the interview. Answer the phone and have a short conversation with the caller before you continue the interview.

12.

Applicant: You love gum. You are chewing it during the interview.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	44. Ask pertinent questions of interviewer. <ol style="list-style-type: none"> Express confidence. Talk about accomplishments, personal qualities and experience. State job/career goals. CASAS #: 4.1.5	5a. Simple Past Questions 7a. Present Perfect Questions

SAMPLE SCANS ACTIVITY: Category Dictation

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS								
<p>Purpose: This is a dictation/categorization activity in which students write and categorize dictated sentences. Students should have already learned job interview questions and practiced job interviews orally.</p> <ol style="list-style-type: none"> Before class, make a list of 10-20 previously studied job interview questions. Roughly half of the questions should be questions the interviewer could ask, and the other half should be questions the applicant could ask. Some suggested questions might be: <i>Can you work weekends? Have you ever used a cash register? What kind of person are you? (employer) and Are there any opportunities for advancement? Do you offer any benefits? What is the salary range? (applicant).</i> In class, write on the board: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><i>Questions the Interviewer Asks</i></td> <td style="text-align: center; width: 50%;"><i>Questions the Applicant Asks</i></td> </tr> </table> Have the students copy the two headings as you have written them on the board. Tell the students you are going to dictate some questions and they should write them in the correct column. For example: <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="text-align: center; width: 50%;"><u><i>Questions the Interviewer Asks</i></u></td> <td style="text-align: center; width: 50%;"><u><i>Questions the Applicant Asks</i></u></td> </tr> <tr> <td style="text-align: center;">What experience have you had?</td> <td style="text-align: center;">What are the hours?</td> </tr> <tr> <td style="text-align: center;">What are your skills?</td> <td style="text-align: center;">What are the duties?</td> </tr> </table> Have volunteers go to the board and some of the above questions in the appropriate columns on the board. When the students understand, proceed with the dictation. 	<i>Questions the Interviewer Asks</i>	<i>Questions the Applicant Asks</i>	<u><i>Questions the Interviewer Asks</i></u>	<u><i>Questions the Applicant Asks</i></u>	What experience have you had?	What are the hours?	What are your skills?	What are the duties?	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p> <p>Systems: Understands Social Systems/ Monitors and Corrects Performance</p>
<i>Questions the Interviewer Asks</i>	<i>Questions the Applicant Asks</i>								
<u><i>Questions the Interviewer Asks</i></u>	<u><i>Questions the Applicant Asks</i></u>								
What experience have you had?	What are the hours?								
What are your skills?	What are the duties?								

5. When the dictation is finished, have volunteers write the questions on the board. Correct as a class. Elicit any additional questions that the class may want to add to the list. **
6. To continue the practice, use the dictated questions to have students practice job interviews in pairs. They can choose the job they'd like, or you can assign a generic job such as a cashier. Tell students that they are to ask as many questions as they can when they take the role of the applicant. However, point out to the students that the applicant's questions should not be exclusively about salary and benefits, but about opportunities for training and advancement as well.
7. Have a pair of volunteers perform their interview for the class. Ask students to note all the questions the applicant asked. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	45. Fill out an authentic job application CASAS #: 4.1.2	N/A

SAMPLE SCANS ACTIVITY: Life Skills Reading
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Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a life skills reading activity in which students examine a detailed, authentic job application and prepare to fill it out.</p> <ol style="list-style-type: none"> 1. Photocopy the Information Search questions following this activity, one per student. Make one copy of the Sample Job Application (two pages) following this activity. Prepare it for the group activity by marking the four parts with a large A, B, C or D in the left margin. (The four parts are divided by dotted lines, two parts on the first page and two parts on the second page.) Photocopy the prepared originals, one sample Job Application per student. (It should be copied back-to-back to be most realistic.) Make extra copies of the Sample Job Application for those students who may want to keep a clean copy for future practice. Prepare transparencies of all pages. 2. Distribute the Sample Job Application handouts. Using the transparencies, give a brief introduction of the seven sections of the job application, pointing out each heading and discussing why each section would be of importance to the employer: Personal Information, Position Desired, Work Eligibility, Availability, Education, Employment History, and Agreement of the Transfer of Information. Don't answer detailed vocabulary questions at this time. 3. Explain that students will do some reading activities to help them learn the contents of the application and be prepared to fill out this and similar job application forms. 4. Form groups of four. Have group members number off A, B, C, and D. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p> <p>Systems: Understands Social and Organizational Systems</p>

5. Assign the four parts to the group members by letter. Check for understanding by asking which sections (Personal Information, Position Desired, etc.) the A's, B's, C's and D's will be reading.
7. Distribute the Information Search handouts. Show a transparency of the handout to give the instructions. Explain that each person will be reading a particular part of the job application and searching for the answers to their two questions on the handout. They will write down the answers for their two questions only. Check for comprehension of the instructions. Note: Depending on the reading skill level of your class, you may want to use the transparency to go over all of the questions on the handout before students begin the information search.
8. Give a time limit of five minutes and have students begin working independently.
9. Call time when nearly all students have finished writing the answers to their two assigned questions. Have students share their answers with their groups, starting with person A.
10. Give a time limit of 10-15 minutes and have groups begin sharing. Circulate and monitor.
11. Call time when groups have discussed all eight questions.
12. Show the transparency of page one of the Sample Job Application. Demonstrate the vocabulary activity by going over the Personal Information and Position Desired sections and identifying any new words in the section. Circle any words such as *currently* or *indicate* that are new vocabulary words for the students.
13. Explain that groups will now work together and go through the Sample Job Application section by section. They will discuss new words and circle only those words that no one in the group can explain (in English, of course). Have the groups select one person to be the reporter. After the activity, the reporter will tell the class the unknown vocabulary words that have been circled.
14. Start the activity. Circulate and monitor.
15. Call time when all groups have finished. Ask reporters to tell you their circled words and write them on the board, compiling one list. Then go through the list, asking the whole class to help you explain the meanings of the vocabulary words. **

Follow-up Activity: Have interested students fill out their sample applications with their own information and bring them in for correction by the teacher. (Do not have them share their job application forms with peers.)

** This step serves as an evaluation of the activity.

INFORMATION SEARCH

Person A:

1. What question is asked about previous employment with this company?

2. What question is asked about the work location desired?

Person B:

3. What question is asked about age?

4. What question is asked about special skills?

Person C:

5. When filling out the employment history section, which job should be listed first?

6. What question is asked about previous employers?

Person D:

7. Which paragraph is about being honest?

8. Which paragraph is about drug testing?

Sample Job Application
Retail Services Corporation--Application for Employment

Personal Information

First Name: _____
Middle Name: _____
Last Name: _____
Social Security Number: _____
Street Address: _____
City: _____ State: _____ Zip: _____ County: _____
Home Phone: _____
Business Phone: _____
Have you ever applied for employment with us?
Yes: _____ No: _____ If yes, when? _____

Position Desired

Title: _____
Desired Salary: \$ _____
If you prefer to work in a different zip code than where you currently live, please indicate where you would like to be located below.
City: _____ State: _____ Zip: _____

Work Eligibility

Are you eligible to work in the United States? Yes: _____ No: _____
Are you available to work holidays? Yes: _____ No: _____
When will you be available to begin work? _____ / _____ (Month/Year)
Are you 17 or older? Yes: _____ No: _____
Have you been convicted of or pleaded no contest to a felony within the last five years?
Yes: _____ No: _____
If yes, please explain: _____

Have you been convicted of, pleaded guilty to, or pleaded no contest to, an act of dishonesty, such as misdemeanor petty theft, burglary, fraud, writing bad checks, and other related crimes within the last five (5) years? * Yes: _____ No: _____
If yes, please explain: _____

Do you have other special training or skills (additional spoken or written languages, computer software knowledge, machine operation experience, etc.)?

How did you hear of our organization?

*Conviction of a crime, or pleading guilty to a criminal charge, will not necessarily disqualify you from the job for which you are applying. Each conviction or plea will be considered with respect to time, job relatedness, and other relevant factors.

Availability

Days Available

Sun. ____ Mon. ____ Tues. ____ Wed. ____ Th. ____ Fri. ____ Sat. ____

Total Hours Available: _____ Hours Available: from _____ to _____

Education

High School: _____ City: _____ State: _____

College: _____ City: _____ State: _____

Course of Study: _____ # of Years Completed: _____

Did You Graduate? Yes: _____ No: _____ Degree: _____

Employment History

Please give accurate and complete full-time employment record. Start with present or most recent employer. Include military experience if applicable.

Position #1

Company Name: _____ City: _____ State: _____

Company Phone Number: _____

Job Title: _____

Name of Supervisor: _____

Employed (Month and Year) From: _____ To: _____ Weekly Pay: _____

Describe your work: _____

May we contact this employer? Yes: _____ No: _____

If not, why not? _____

Reason for leaving: _____

Position #2

Company Name: _____ City: _____ State: _____

Company Phone Number: _____

Job Title: _____

Name of Supervisor: _____

Employed (Month and Year) From: _____ To: _____ Weekly Pay: _____

Describe your work: _____

May we contact this employer? Yes: _____ No: _____

If not, why not? _____

Reason for leaving: _____

Agreement of the Transfer of Information

I declare the information provided by me in this application is true, correct, and complete to the best of my knowledge. I understand that if employed, any falsification, misstatement, or omission of fact in connection with my application, whether on this document or not, may result in immediate termination of employment. I authorize you to verify any and all information provided above.

I acknowledge that employment may be conditional upon successful completion of a substance abuse screening test as part of the Company's pre-employment policy.

I understand it is unlawful to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal and/or civil liabilities.

Signature: _____ Date: _____

Printed Name: _____

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	46. Write a simple cover letter. CASAS #: 4.1.2	N/A

SAMPLE SCANS ACTIVITY: Letter Writing

Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a writing activity in which students interpret a want ad and write a cover letter in response to the ad.</p> <ol style="list-style-type: none"> 1. Photocopy the Parts of a Cover Letter page following this activity, one per student. Prepare separate transparencies of the sample cover letter and the want ad. 2. In class, explain the situation: Students have seen an ad for a job opening and they want to send a resume and cover letter to apply for the job. Show the transparency of the want ad and point out the application procedure, company name, contact person and address to send the resume to. 3. Use the transparency of the parts of a cover letter to go over the purpose and content of a cover letter, as well as the business letter format of the sample. 4. Distribute the handouts. Have students look at the want ad and decide what position they want to apply for. Stress that the information they write in their cover letters should be tailored to the requirements for that position. Make sure the students can identify the contact person and other information they will need to complete their letter. 5. Have students write their letters, using the letter format on the handout as a guide. 6. Form pairs. Have students exchange papers and do peer editing, referring to the handout for reference. Circulate to answer any questions. ** 	<p>Basic Skills: Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Reasoning</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Works with Cultural Diversity</p> <p>Systems: Understands Social Systems/ Monitors and Corrects Performance</p>

7. Have several volunteers read their letters to the class.
8. If desired, collect the cover letters and correct them, or do a subsequent peer editing activity focusing on grammar and punctuation.

** This step serves as an evaluation of the activity.

Parts of a Cover Letter

Your address
Your city, state and zip code
Today's date

Name of contact person
Company name
Company address
Company city, state and zip code

Dear (*Mr., Ms., etc.*) _____:

I'm writing to apply for the position of _____ that was advertised in _____. My resume is enclosed.

I would be a good person for this job because ... (*Use this paragraph to talk about your skills and abilities.*)

(*Use this paragraph to say one or two more things about yourself and why you want to work for this company.*) You can contact me at (*phone number or email address*). I hope to hear from you soon.

Thank you for considering my application.

Sincerely,

(*Sign your name here.*)

(*Type your name here.*)

Use the information in this ad from the L.A. Times to complete your cover letter. You can select the name of the position you are applying for.

_____ needed to work in a rapidly growing company. We're looking for a motivated person with initiative. Must have at least 2 yrs. exp. We pay top sal. & great benefits (after three mos.). Send a resume to Ms. J.R. Sagway, Acme Widget Company, 773 May St., Los Angeles, CA 90017.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	47. Communicate with co-workers and supervisors. <ol style="list-style-type: none"> Request help or clarification. Follow and give a sequence of instructions. Respond appropriately to correction. Request permission for vacations, leaves of absence, leaving early, etc. CASAS #: 4.6.1, 4.6.4	Review of Polite Requests 10b. <i>Have to for Necessity</i>
SAMPLE SCANS ACTIVITY: Dialog Mixer		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p> <p>Purpose: This activity is a mixer in which students communicate with supervisors to make requests and ask permission for time off.</p> <ol style="list-style-type: none"> Before class, get a set of name tag stickers, one for each student. Make a set of index cards, one per student, from the list of suggestions following this activity. Each card should have a request on the left side and a reason on the right side. For example, one index card might say: <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> take two weeks sick leave / need surgery </div> In class, review polite requests for permission (<i>May I..? Could I..? Could I possibly..?</i>) Review different kinds of leave requests such as sick leave, maternity leave and family leave. Review the titles <i>Mr., Mrs., Miss, and Ms.</i> Distribute the name tags. Have students write their names with one of those titles and put on the name tags. Write the following dialog on the board: <ol style="list-style-type: none"> Excuse me, Mr./Mrs./Ms./Miss_____. May I speak with you? Certainly. What is it? Could I possibly _____? I _____. Of course. No problem. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">SCANS FOCUS</div> <p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Works with Cultural Diversity</p> <p>Systems: Understands Social Systems/ Monitors and Corrects Performance</p>
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6. Hold up one of the index cards, read it to the class, and model how to complete the dialog. For example:
 - A. Excuse me, Mr. Gonzalez. May I speak with you?
 - B. Certainly. What is it?
 - A. Could I possibly take two weeks sick leave? I need to have surgery.
 - B. Of course, no problem.
7. Model several times until students have memorized the dialog and understand the substitution. Then hand out one index card to each student.
8. With a student volunteer, model the dialog in front of the class. Say the dialog twice; first as the employee (A) and then as the boss (B). When you are the employee, use the information from your card. When the volunteer is the employee, have him/her use the information from his/her card. When you finish doing the dialog twice, exchange cards and find new partners.
9. Model until the class understands the process. Have them all stand up and practice for 7-10 minutes, trading cards and finding new partners after each exchange.
10. Call time and have students sit down. As you collect the cards, have each student ask for permission, using the information on their card. Ask the class if you should grant the request or not. **

** This step serves as an evaluation of the activity.

Suggestions for Index Cards

take a few days off / must attend my daughter's wedding

leave early / have an appointment

take a vacation / need a rest

take maternity leave / going to have a baby next month

take a few days off / have family in town

take family leave / my mother is sick

leave early / have an appointment

come late tomorrow / must attend my daughter's graduation

work Friday instead of Saturday / have an appointment

take a leave of absence / have to return to my country

take an extra vacation day / can't get a flight back

take Friday off / have a personal problem

take a day off / need to take care of my sick child

take a week off / my child needs surgery

leave early / have to pick up my car

bring my child to work / there is no school tomorrow

take tomorrow afternoon off / have a dental appointment

4. Point out a different area of the room for each of the listed goals. Have the students with the same main goal move to the same area of the room and sit together in groups of 3-4 students.
5. Tell the students that they will be working with the members of their group to make a list of ideas they can do this school term to help them reach their goal.
6. Give each group of 3-4 students a sheet of butcher paper to write on and a marking pen.
7. Have each group choose a secretary. Have the secretary write the group's goal at the top of the sheet. Tell the secretaries that they will be writing the group's ideas below the goal.
8. Model the activity by choosing one of the goals and asking the whole class for a couple of ideas they could do this term to work towards that goal. Write the students' ideas on the butcher paper. For example, if the goal is to get a better job, the idea may be to "practice calling about job postings" or "write a resume."
9. Have the groups begin the activity. Give them 10-15 minutes to come up with a list of ideas.
10. When most of the groups have a list of several ideas, stop this part of the activity.
11. Ask the groups to post their ideas on the walls around the classroom.
12. Have each student write his/her name and goal at the top of a piece of notebook paper. Then have everyone in the class walk around the room, read their peers' ideas, and copy down ideas they feel will help them reach their personal goals on their papers. **
13. Collect the papers and photocopy them. Note the students' goals and ideas and incorporate them as you plan your lessons for the term.
14. Return the papers to the students. Have them keep them in their notebooks or portfolios.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	49. Compare and contrast information in order to express an opinion. CASAS #: 7.2.3	12. <i>Should</i> for Advisability 21a. Noun Clauses 23. Adjectives 26e. Adverbs of Comparison

SAMPLE SCANS ACTIVITY: Comparison Shopping

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity 45-55 minutes	SCANS FOCUS								
<p>Purpose: This is a pair or team activity in which students "shop around" for items such as cars, computers, etc. in newspapers or magazines. They compare and contrast features of the items to arrive at a purchasing decision.</p> <ol style="list-style-type: none"> 1. Collect brochures, magazine and newspaper ads, etc. with pictures of the "big ticket" items (cars, furniture, etc.) that students will compare in the activity. Every pair or team will have to find two pictures of the same type of item. Obtain scissors, glue sticks or tape, and blank paper, enough for each pair or team. 2. Make a paper sample or transparency of what the students' finished product should look like. The finished product will be a paper which has been folded in half the long way and the halves labeled "A" and "B." Two pictures of a product being considered for purchase are glued or taped at the top of each half. A vertical line is then drawn in the middle of the section under each picture to create two columns in each half. One column will be labeled "Reasons to buy;" the other column will be labeled "Reasons not to buy," as shown below: 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing/ Arithmetic</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Money</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>								
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2" data-bbox="183 1520 654 1556">Picture A</th> <th colspan="2" data-bbox="659 1520 1125 1556">Picture B</th> </tr> </thead> <tbody> <tr> <td data-bbox="183 1562 418 1612">Reasons to buy</td> <td data-bbox="423 1562 654 1612">Reasons not to buy</td> <td data-bbox="659 1562 894 1612">Reasons to buy</td> <td data-bbox="899 1562 1125 1612">Reasons not to buy</td> </tr> </tbody> </table>	Picture A		Picture B		Reasons to buy	Reasons not to buy	Reasons to buy	Reasons not to buy	
Picture A		Picture B							
Reasons to buy	Reasons not to buy	Reasons to buy	Reasons not to buy						
<ol style="list-style-type: none"> 3. Elicit (and write on the board) a list of factors students use to decide between two cars, sofas, refrigerators, TVs, etc. for sale (e.g., price, quality, color, size, etc.). 									

4. Have students work with a partner or a group of 3-4. Explain that they will "shop" in the magazines and select two pictures of an item to consider purchasing. To help make this decision, they will write a list of the positive and negative features of each item and use their lists to decide which is the best one for them to purchase.
5. Model the activity by displaying the previously prepared sample or transparency. Ask the students to tell you the pros and cons of each item pictured. Write their ideas in the columns under each picture. After you have a few ideas in each column, have them tell you which item they think you should buy and why.
6. Break students into pairs or teams of 3-4 students. Explain that each pair or group will make a chart like the model you have shown them.
7. Have one person from each team/pair pick up needed supplies for the project (paper, glue, magazines, etc.)
8. Have students begin "shopping," deciding which two pictures they will compare and creating their charts.
9. Tell students to make their lists of "Reasons to buy" and "Reasons not to buy" for each item, then discuss and decide as a team or pair which item to buy.
10. When students have completed their charts and made their decisions, have them choose one person from the team or pair to report back to the class on their decision.
11. Have the chosen student from each team or pair show their charts, present their decision to the class and explain the reasons for the choices made.**

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/
Teaches Others/
Exercises Leadership/
Negotiates to Arrive at a Decision/
Works with Cultural Diversity

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	50. Make simple inferences from charts, graphs, tables, and short reading passages. CASAS #: 7.2.4	N/A

SAMPLE SCANS ACTIVITY: Group Task and Guessing Game

Stages of Lesson: Warm Up Introduction **Presentation** Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This activity is a group task and guessing game in which students consider a given situation and decide what they need to buy, in what kind of stores they should shop, and where to locate the stores on a mall map. The group task results are kept secret and used in a guessing game afterwards.</p> <p>1. Photocopy the Store Directory and Mall Map following this activity, one of each page for each group of 3-4 students in your class. Write the following events on slips of paper and put slip, along with a blank index card, into an envelope. Prepare one envelope for each group of 3-4 students. Note: With four students per group, there will be enough envelopes for 24 students. For 36-48 students, make two slips for each event and create 12 envelopes.</p> <p style="padding-left: 40px;">You are going on your honeymoon to Tahiti. You are going on a skiing trip to Switzerland. You are going to a wedding in London, England. You are going to the Mardi Gras Carnival in Rio de Janeiro. You are going on a camera safari to Africa. You are going around the world because you have just won the lottery.</p> <p>2. Use a deck of playing cards and count out enough cards to form groups of 3-4. Distribute the playing cards and have the students form groups (all of the 2s together, all of the 3s together, etc.). Distribute one store directory and one mall map to each group.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability/ Self- Management</p> <p>Resources: Allocates Material and Facility Resources/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information</p>

3. Model the activity with the following situation: “You are going on vacation to New York City in November. What do you need?” Explain that first they will make a list of four things to buy for the trip: for example, a coat, boots, a guidebook, and a camera. Ask students to look at the store directory and decide which kinds of stores have these items. Then ask students to name four specific stores they could shop at for these items. Have them find the store locations on the mall map.
4. Show the class the envelopes and explain that groups will work together to decide what four items they need to buy to go to the event described in their envelope. Tell them to be creative. They must write the names of the items on the index card and put it back in the envelope. Once they have chosen the items, they will decide which stores they will visit, locate them on the directory and write the names of the four stores on their maps. Explain that the groups must keep the names of their four items secret because their classmates will later be guessing what the group members are going to buy.
5. Distribute the envelopes and start the activity. Circulate and monitor.
6. Call time when all of the groups have written the four store names on the mall maps and the four items on the index cards. Collect the envelopes.
7. Write the following questions on the board: “Where are you going? Why are you going there? What stores on the map are you going to visit?” Tell the students that a reporter from each group will answer these questions from the class, and then the class will try to guess what four items the group is going to buy for their trip.
8. Ask the reporter from the first group to come to the front of the room with the group’s mall map. Remind the members of his group that they must remain silent during this part of the activity. Have the class start asking the reporter questions and guessing the items. Open the envelope and read the correct items written on the index card in a dramatic “game show” manner. Continue in the same way for each group. **

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity

Systems: Understands Organizational Systems

STORE DIRECTORY

BEAUTY PRODUCTS

The Beauty Shop B-2

JEWELRY

Diamonds are Forever B-7

Carter's Jewels C-6

BOOK STORES

The Reading Room A-1

The Book Worm C-7

LUGGAGE

Sam's Bags and Suitcases B-8

COSTUMES

Wild and Weird C-5

MEN'S CLOTHES

Only for Men C-1

The Suit Place B-3

CHILDREN'S CLOTHES

Kids' Things B-1

MUSIC STORES

Harmony Records B-7

ELECTRONICS

Good Buy A-3

Orange Computers B-4

SHOES

Fancy Shoes C-3

Sports Shoes for Everyone B-5

FLORISTS

The Flower Garden C-10

In the Name of the Rose B-9

SPORTS EQUIPMENT

Adventureland C-4

FURNITURE

Lee's Home Furnishings A-2

WATCH REPAIR

Watches and Keys B-6

HAIRDRESSERS

Great Hair C-8

The Beauty Shop B-2

WOMEN'S CLOTHES

After 8 C-9

Sportswear for Ladies C-2

HOUSEHOLD ITEMS

Home Sweet Home A-4

A-1	A-2	A-3	A-4
B-1			C-1
B-2			C-2
B-3			C-3
B-4			C-4
B-5			C-5
B-6			C-6
B-7			C-7
B-8			C-8
B-9			C-9
B-10	ENTRANCE	C-10	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	51. List, prioritize and organize ideas, steps, events and tasks. CASAS #: 7.2.2, 7.2.3	N/A
SAMPLE SCANS ACTIVITY: Group Task		

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This activity is a group task in which students plan and organize a party for the last day of school.</p> <ol style="list-style-type: none"> 1. Photocopy blank calendar pages for the last 2-3 weeks that your class will be in session. For example if your last day of school is June 16th, photocopy the month of June. If your last day of class falls at the beginning of the month, photocopy the previous month as well. You will need 6-10 copies, one for each party planning group (see step 4 below). Prepare one transparency of the blank calendar page for demonstration. 2. Explain to the students that they are going to plan a party for the last day of school. They will break into groups and each group will be responsible for planning a different aspect of the party. 3. Have the whole class decide the categories of tasks for the planning. For example: <ul style="list-style-type: none"> Group 1: Decorating Group 2: Food/Drinks Group 3: Clean Up Group 4: Activities 4. Put students into evenly divided groups, one group per category. For example, if there are six categories of tasks, make six groups. 5. Assign roles: Secretary #1 - writes list of tasks; Leader - puts each task on the calendar according to when it should be done; Reporter - presents decisions/outcomes to the class; Timekeeper - monitors the time; and Secretary #2 - creates necessary materials (e.g., a sign-up sheet for food). 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Resources: Allocates Time/ Allocates Money/ Allocates Material and Facility Resources/ Allocates Human Resources</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity</p>

6. Tell the students that they will work together to compile a list of tasks to be done in their category to prepare for the party.
7. Some groups will be able to plan and execute all of the tasks within their group. Other groups will need participation from the entire class to accomplish their task. (For example, the Food/Drinks Group might want others to contribute.) Explain that the goal for each group is to plan what needs to be done, not necessarily to do it all themselves.
8. Demonstrate the following example on the board. A sample list of tasks for the Clean-up Committee might be: talk to school custodian, get garbage bags, get cleaning supplies, divide responsibilities, make sign-up sheet, remind classmates to be considerate, etc.
9. Assign each group a category.
10. Give the groups ten minutes to come up with a list of tasks for their category. Remind Secretary #1 to write the list. After ten minutes, call time.
11. Next, tell each group to decide when each task should be completed. Tell the Leader to write the task on the calendar. For example, the Food/Drinks Committee would write on their calendar "order cake" on an appropriate date. Demonstrate this on the transparency. Give the groups ten minutes to put the tasks on the calendar. Then call time.
12. Next, tell each group to create any supporting materials that are needed (e.g., sign-up sheet for food). Remind Secretary #2 that they will be doing the writing. Make a sample on the board. For example:

Name (s)	Food
1.	
2.	

13. Give the groups five minutes to create their supporting materials. Call time.
14. Finally, have each group's Reporter present their plan to the class. Each Reporter will get 3-5 minutes to present their plan. **
15. The class will ask questions after each presentation to clarify responsibilities and tasks.
16. After the presentations, post each group's calendar in the classroom along with pertinent supporting materials.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	52. Work cooperatively with peers to share information, get feedback, solve problems and accomplish group tasks. CASAS #: 4.8.1	N/A

SAMPLE SCANS ACTIVITY: Class Survey/Graphing

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 45-60 minutes	SCANS FOCUS
<p>Purpose: This is a survey/graphing activity in which groups survey their classmates, compile the data they collect, put it in graph form, and present it to the class.</p> <ol style="list-style-type: none"> 1. Before class, make or collect some examples of simple bar graphs and put them on transparencies. Gather one poster-sized piece of butcher paper and two or three markers for each group of four students. 2. Make index cards with different survey questions written on them, one card per group of four. To make it simple, use questions that can be answered <i>yes</i> or <i>no</i>. You can make the question coincide with whatever grammatical structure or topic you have been teaching. For example, if you've been studying present perfect and/or employment your questions might be: <i>Have you ever worked in the US? Have you ever had a job interview in English? Have you ever quit a job?</i> etc. 3. In class, review bar graphs by showing the examples you have gathered on transparencies. 4. Tell the class they are going to make their own bar graphs. Demonstrate by surveying students as to how many drink coffee. Write <u>Yes</u> and <u>No</u> on the board. Ask individual students if they drink coffee. Make a tick under <u>Yes</u> if they say <i>yes</i>, and under <u>No</u> if they say <i>no</i>. When you have asked everyone, count the tick marks for <i>yes</i> and <i>no</i>. Write the numbers on the board. Demonstrate drawing a bar graph on the board representing the information. Do several examples with different survey questions if necessary. When the students understand the concept of counting the <i>yes</i> and <i>no</i> answers and representing them in a bar graph, you can begin the activity. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing/ Arithmetic/ Mathematics</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Material Resources/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

5. Put students in groups of four. Assign roles. One person is the interviewer. One person is the reporter. One person is the artist. And one person is the Timekeeper/Materials Monitor.
6. Give each group's interviewer an index card, each with a different survey question on it. Have the interviewers visit each group, asking every student their question and tallying the answers. Explain that those who are not assigned to the role of interviewer are to stay seated in their groups and answer the various interviewers' questions.
7. When the interviewers have visited each group and asked and tallied the questions, tell them to go back to their groups with their numbers. Tell them not to worry if they didn't talk to every student. They will now make a graph with the information they have gathered.
8. Have the materials monitor/timekeeper come up and get a few pens and some butcher paper. Tell groups they have 10 minutes to make the graph. Suggest that they do a practice one in their notebook first. When they are ready, the group's artist will copy the group's survey question at the top and draw the graph on the butcher paper. **
9. Have each group's reporter come to the front of the class, reveal their group's graph, and report the results. For example, "Our group found that 23 students have worked before, and eight students have never worked before."
10. Display the charts in the classroom and ask a few comprehension questions about each one. **

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	53. Identify basic uses of a computer: writing, information gathering, sending e-mail, etc. CASAS #: 4.5.2, 7.4.4	N/A

SAMPLE SCANS ACTIVITY: Demonstration/Follow the Leader

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30-45 minutes	SCANS FOCUS
<p>Purpose: This is a demonstration/follow the leader activity in which students are introduced to the keyboard and to the basic functions of the keys, as well as to the basic functions of word processing. It may precede future activities that involve more complex use of the computer.</p> <ol style="list-style-type: none"> 1. This activity should be done in a computer lab or with laptops from a mobile computer cart. Each student or pair of students should have access to a computer. If there are not enough computers for each student to have one to use, photocopy pages 97 and 98 of the <i>ESL/CBET & Citizenship Technology Guide</i>, which show the parts of a computer and keyboard, for some or all of the students. Prepare one large photocopy or an overhead transparency of a computer keyboard (see page 98 of the <i>ESL/CBET & Citizenship Technology Guide</i>). Note: It's important to familiarize yourself with the computers ahead of time and complete and/or modify the steps given in step 8 below before attempting this activity with your students. 2. Set up your computer so the computer screen is projected at the front of the room, or for small classes, so that students can see your monitor. Tape the large copy of a keyboard or project the transparency on the front wall of the classroom so that you can indicate the keys being used. 3. Ask the students to go to the computers (one or two students per computer) and distribute the two handouts to remaining students if necessary. 4. From the front of the class, identify the main components of the computer, ask the students to touch the part you are naming, and repeat the name for that component orally. Depending on whether laptops or regular computers are used, this vocabulary may include: screen, monitor, tower, CPU, keyboard, mouse, mouse pad, laptop, space bar and printer. 	<p>Basic Skills: Listening</p> <p>Personal Qualities: Self-Management</p> <p>Information: Uses Computers to Process Information</p> <p>Technology: Applies Technology to Task</p>

5. Check for comprehension using either/or questions such as *Is this a mouse pad or a printer? Is this the monitor or the tower?*
6. Next, demonstrate the following computer vocabulary: press, save, print, curser, font, bold, italics, underline, shift, click, and space, using the projected image and the enlarged keyboard visual to explain.
7. Check for comprehension again using either/or questions.
8. Next, work through the following process, modeling the steps and having the students follow along. Note that the steps may vary depending upon the computers and the program you are using.
 - a) Turn on the computer.
 - b) Turn on the monitor.
 - c) Double click the "Word" icon.
 - d) Type: (a sentence you create).
 - e) Click on File.
 - f) Scroll down to Save, and click.
 - g) Change a word in the sentence.
 - h) Scroll down to Save, and click.
9. Take the class through a series of practices, typing a sentence, saving it, changing its font, size, etc. before doing the predetermined sentence below.
10. Have the students type a short, predetermined sentence, perhaps up to 10 words long.
11. Give them oral instructions as to how each word should be changed (*Bold the first word in the sentence, italicize the second word, etc.*) Have students type their names at the top of the page and save their sentences.
12. If a printer is available, ask students to print out their work and hand it in for your review. If no printer is available, circulate and check students' work. Alternately, ask students to proceed to your computer one at a time and demonstrate understanding by following oral directions to type a short sentence and change words in it. **

** This step serves as an evaluation of the activity.

COMMUNITY-BASED ENGLISH TUTORING (CBET) ACTIVITIES

One activity for each of the Competency Area Topics (The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment and Tutoring Skills) is presented.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring A. The School Community	54. State the function of and personnel associated with different school offices on elementary, middle and high school campuses. CASAS #: 0.1.2, 2.5.5	N/A

SAMPLE SCANS ACTIVITY: Jigsaw Reading

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

	SCANS FOCUS
<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a jigsaw activity in which students read a portion of a narrative about LAUSD Personnel, answer questions and share the information with their groups.</p> <ol style="list-style-type: none"> 1. Photocopy the LAUSD Personnel reading that follows this activity, one for every four students in your class. Cut apart the sections and group them with all copies of the same section together. You will have only one section, not the whole of the reading, for every student. Photocopy the Comprehension Questions, one per student. 2. Write these four headings on the board or on a transparency: <p style="margin-left: 40px;">The School Board, Superintendent and Administrators Elementary School Teachers Middle School and High School Teachers Support Staff</p> 3. Have students brainstorm the kinds of personnel they would expect to find in each category. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Human Resources</p>

4. Form HOME teams of four and number heads 1-4. Assign all the #1s to EXPERT GROUP 1, all the #2s to EXPERT GROUP 2, etc. Designate a location in the room where each expert group will gather to learn their portion of the new information. Have the students move to their expert group location.
5. Present the goal of the jigsaw activity, which is to understand the roles of school personnel in elementary, middle and high schools.
6. Distribute a different section of the narrative reading to each expert group (e.g., EXPERT GROUP 1 gets the Administrators section, EXPERT GROUP 2 gets the Elementary School Teachers section, etc.). Every member of the expert groups should have a copy of the reading for their group.
7. Have the students read and study their group's information silently. Set a time limit.
8. Call time. Distribute the comprehension questions. Have the students work together in the expert groups to discuss the questions about the portion that they have read. Set a time limit.
9. Call time. Have students return to their HOME teams and take turns teaching the new information they have learned to the other members of their group. Explain that they can use the questions as a guide. **

** This step serves as an evaluation of the activity.

Information: Acquires and Evaluates Information/
Interprets and
Communicates Information

Interpersonal: Participates
as a Member of a Team/
Teaches Others/
Exercises Leadership/
Works with Cultural
Diversity

Systems: Understands
Social Systems

LOS ANGELES UNIFIED SCHOOL DISTRICT: LAUSD PERSONNEL

THE SCHOOL BOARD, THE SUPERINTENDENT, AND ADMINISTRATORS

The seven members of the LAUSD school board are elected by the voters of Los Angeles. Each School Board Member lives in and represents a different part of the Los Angeles Unified School District. The school board makes decisions about the schools, programs and budget for the whole district. The school board also chooses a superintendent, who is the director of the whole school district. In addition to the LAUSD superintendent, each of the local districts also has a superintendent.

Administrators work at the schools. They manage and direct the schools. Every school in the district has a principal, who is the main director of the school. Usually there is also an assistant principal or vice-principal who helps the principal. Some schools have coordinators who are teachers and also help manage the school.

ELEMENTARY SCHOOL TEACHERS

In an elementary school, each class of students has one classroom teacher who teaches many subjects: reading, writing, mathematics, history and social science, science, health education, physical education and the arts. Sometimes there are other teachers for special classes. For example, the ESL teacher teaches English to students whose first language isn't English. The special education teacher teaches students with special needs, including children who have problems with hearing, vision, or development. The reading specialist helps students improve their reading. In some schools there are special teachers for gifted children (very smart children). Gifted classes are more advanced at each grade level and include topics not always taught in a regular class.

MIDDLE SCHOOL AND HIGH SCHOOL TEACHERS, COUNSELORS, AND LIBRARIANS

In middle and high schools, students have a different teacher for each subject studied during the school day. There are different teachers for English, math, history, government, science, etc. There are sometimes art teachers, music teachers, and gym or physical education (PE) teachers. The PE teacher teaches sports, games, physical health and exercise. If a student plays on a sports team, the teacher working with the team is called the coach.

In middle and high schools there are also school counselors and librarians. Counselors help students with problems they are having at school or at home. In middle and high school, the counselor helps students plan which classes they are going to take to prepare for a career or college. Librarians help students learn how to use the school library and public libraries. At the school library, students can check out books to take back to the classroom for a few days. Each school library has a different system for checking out books.

SUPPORT STAFF

LAUSD support staff, which is also called classified personnel, consists of the other school workers who help the administrators and teachers at a school. Support staff includes teacher's aides, school office clerks, the school office manager, the school nurse, cafeteria workers, custodians, and bus drivers. A teacher's aide helps the teacher in the classroom with attendance records, grading papers, activities, and snacks for the younger children. School office clerks answer the telephone, type letters and notes, greet school visitors, and help the principal. The office manager assists the principal with staff management, records, payroll, and many other jobs. The school nurse takes care of children who become sick or injured at school. Cafeteria workers help prepare and serve meals to the students and staff. Custodians clean the classrooms and around the school buildings. Bus drivers take students who live far from the school to and from school on the bus.

COMPREHENSION QUESTIONS

Answer the questions about your portion of the reading.

THE SCHOOL BOARD, THE SUPERINTENDENT AND ADMINISTRATORS

1. What does the LAUSD school board do?
2. How many members are on the board?
3. How does a person become a member of the school board?
4. What is the job title of the person who directs the whole school district?
5. What does the principal of a school do?
6. What is the name of the person who helps him?

ELEMENTARY SCHOOL TEACHERS

7. What subjects does an elementary school teacher teach?
8. Who teaches English to students whose first language isn't English?
9. What does the special education teacher do?
10. Who helps students improve their reading?
11. What are gifted classes?

MIDDLE SCHOOL AND HIGH SCHOOL TEACHERS AND PERSONNEL

12. What kinds of teachers are there in middle and high schools?
13. What does a PE teacher do?
14. What is the job title of the person who can help a student who has problems at school or at home?
15. Who helps students learn how to use the school library and the public libraries?
16. What can a student do at the school library?
17. Who helps students plan which classes they are going to take to prepare for a career or college?

SUPPORT STAFF

18. What does a teacher's aide do?
19. What does a school office clerk do?
20. What is the job title of the person who cleans the classrooms and around the school buildings?
21. Who prepares and serves meals to the students and staff?
22. What does the school nurse do?

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring (CBET) B. Curriculum and Standards	58. Demonstrate comprehension of a standardized test report. CASAS #: 2.5.5	N/A

SAMPLE SCANS ACTIVITY: Jigsaw Reading/Question Exchange

Stages of Lesson: Warm Up **Introduction** **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a jigsaw activity in which students read a portion of a narrative about standardized testing for children in LAUSD schools, then work in groups to create questions about their section of the reading. Note: Standardized testing requirements and procedures are subject to change. For current information, see the Parents section of the LAUSD website, www.lausd.net.</p> <ol style="list-style-type: none"> 1. Photocopy the STAR Testing Program reading that follows this activity, one for every two students in your class. Cut apart the sections to form two sections of the reading. 2. Introduce the topic of standardized testing by asking how many students have children in their family for whom they receive standardized test reports in the mail. Explain that students will learn more about the testing program in LAUSD schools. 3. Form groups of four and number heads 1-4. Explain that students 1 and 2 will work together as a pair, as will students 3 and 4. 4. Distribute a different section of the reading to each pair, two copies of part A to the first pair and two copies of part B to the second pair. (One pair in each group has part A and the other pair has part B.) 5. Have pairs read and study their information together. Circulate to answer any questions. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

6. When most pairs have finished, give the instructions for the next activity: pairs will work together to create comprehension questions about their section of the reading. Have each pair write three or four questions. They should be on one sheet of paper and have enough space between the questions for the other pair to write answers to the questions. Explain that each pair will prepare their questions and then pass the reading and accompanying questions to the other pair. The other pair will study the reading and write the answers to the questions.
7. Have pairs begin writing their questions. Set a time limit.
8. Call time. Instruct pairs to pass both copies of the reading section and their questions to the other pair. Pairs will now read a new section of the reading and write answers to the questions. Pairs may consult with each other to clarify if the questions are not clear. Model some language for doing so, such as *I don't understand question #2. Can you explain it, please?* or *I'm not sure what you're looking for in question #3.*
9. Have pairs study the reading and work together to answer the questions. Set a time limit.
10. Call time. Next, have each pair share the answers they wrote with the other pair in their group and discuss the entire reading.
11. Circulate and monitor the activity. For those groups that finish first, have the four members discuss any additional questions they may have about STAR testing. **

Follow-up Activity: Have students bring in standardized testing student reports they have received. Black out names and use the reports for a life skills reading activity in a subsequent lesson.

** This step serves as an evaluation of the activity.

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity

Systems: Understands Social Systems/ Monitors and Corrects Performance

STAR Testing Program

Every year in the spring, California's public school students in grades 2-11 take achievement tests called the California Standards Tests (CSTs) and California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). Elementary and middle school students take grade level tests that cover Reading, Mathematics, Language and Spelling. High school students and magnet school students at all grade levels also take tests in these subjects, as well as tests Science, Social Studies and Advanced Mathematics. Students in different grades take tests in different subjects.

The CST and CAT/6 tests are an important part of the educational system in California. Teachers work hard all year to prepare their students to do well on these tests. Parents can help their child prepare for the CST and CAT/6 tests in several ways:

1. Take an interest in daily schoolwork. Ask questions that help children "teach" you what they learned at school that day.
2. Look for books that are interesting, exciting or funny, and read together.
3. Make sure children get a good night's sleep before the day of the test.
4. Make sure children eat a healthy breakfast on the day of the test.
5. Encourage children to do their best.
6. Have a positive attitude towards testing.

California's state testing program is called the STAR program. STAR is an acronym for Standardized Testing And Reporting. Every year teachers, principals, school board members and officials at the California Department of Education look at the test scores and analyze the results. The scores are one way to find out how well students understand the information they learn in school. These scores also help everyone think about the different ways to improve education.

During the summer or in the early fall, parents receive a Student Report and a Home Report for each of their children in grades 2-11. Each Student Report gives the result of that child's test. The Home Report compares the child's test results to other children in the same grade throughout the United States. These Reports show parents the subject areas where their children excel and where they need to improve. When parents have questions or concerns about the STAR program, they can make an appointment with their child's teacher or the principal of the school. When everyone understands the STAR program and helps children prepare for the testing process, everyone benefits.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring (CBET) C. Parent/Teacher Communication	61. Complete a flyer tear-off or respond to a phone call requesting parent participation in the classroom by contributing food for a party, volunteering for a special event, going on a field trip as a chaperone, etc. CASAS #: 2.5.5	N/A

SAMPLE SCANS ACTIVITY: Listening Exercise/Pair Dialog Writing

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a listening activity in which students select the appropriate response to a phone call requesting parent participation in a school event.</p> <ol style="list-style-type: none"> 1. Photocopy the Listening Exercise answer sheet following this activity, one per student. Prepare one copy of the Listening Script to read aloud to the class for the listening activity. For the dialog writing activity, photocopy the listening script, one per student. 2. In class, introduce and/or review the vocabulary associated with the lesson. 3. Distribute the handouts of the listening exercise. Tell students to imagine that they are at home and they get a phone call from another parent. They need to listen to the message and select the correct response by circling A, B or C on their handout. Do the example with the class and discuss the correct response. 4. Start the activity. Remind students not to shout out the answer, but only to circle it. Read each of the five messages. 5. When finished, read each message again, and get a consensus as to the correct responses. If there is any doubt, reread the messages for the class. Ask the students for a show of fingers as to how many they got right. ** 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team</p> <p>Systems: Understands Social Systems</p>

6. For further practice, distribute the listening script. Point out that students now have the first and second lines of a dialog (the script portion and the correct response).
7. Form pairs. Have students imagine that the script portion and the response are the beginning of a phone conversation. Have pairs work together to write 4-6 more lines to finish one or more of the conversations.
8. Have a few pairs volunteer to present their phone conversations to the class. **

** This step serves as an evaluation of the activity.

Listening Script

You get a phone call from another parent at your child's school. Listen to what the parent says to you, and then read the three possible responses. Circle the most appropriate response.

Example:

Hello. This is Mr. Jones from the parent group. We are having a meeting tomorrow at noon. Can you attend?

1.

Hello. This is Mrs. Garcia. I am the room mom for Sarah's 3rd grade class. We are having a class party on Friday and we are asking parents to send healthy snacks for the event. We already have enough paper goods and drinks, but we still need a few things for the kids to eat. Can you send something for the party?

2.

Hello. This is Mrs. Johnson from the kindergarten parents group. We want to give a class gift to the teacher and her aide for being such excellent teachers this year. We are asking each family for donations of \$10 for the teacher and \$5 for the aide. We are going to buy some flowers and a gift certificate at the mall. Could you send whatever you would like to donate in an envelope addressed to me, Mary Johnson. And also, if you could send it before Friday, I would appreciate it.

3.

Hello. This is John Wilson. I am the parent volunteer coordinator for the middle school. You know there is going to be a dance in the gym this weekend, and we are still looking for parents to chaperone the event. Would you be willing to help us out? We need people from 7-11 pm.

4.

Hello. This is John Smith. I am a dad in Mrs. Wilson's 2nd grade class. We are going to have a field trip to the zoo on Friday and we don't have a bus so we are asking parent volunteers to drive. Could you take a few kids in your car? You need to have a valid driver's license, proof of insurance, and seatbelts for all the kids. Also, no brothers or sisters are allowed to come. We will leave the school at 8:30 and return at 2:00.

5.

Hello. This is Susan Thomas. I am the chairperson of the fundraising committee for the high school. We are having a bake sale to raise money for the school. Could you donate some baked goods to sell after school? Also, if they could be individually wrapped that would be helpful.

Listening Exercise

A Phone Call from a Parent

Directions: Listen to the message and circle the correct response.

Example:

- a. Yes, I can be there at 12:00
- b. Yes, I can be there at 8:00.
- c. Yes, my daughter will be there.

1.

- a. Yes. I can send some soda.
- b. Yes. I can send a fruit plate.
- c. Yes. I can send some candy.

2.

- a. Yes. I will give the money to the teacher on Friday.
- b. Yes, I will send some flowers to the teacher.
- c. Yes, I can send \$15 in an envelope tomorrow.

3.

- a. Sorry. I have to work that night.
- b. Sorry. I don't know how to chaperone.
- c. Sorry. I can't dance very well.

4.

- a. Sure. I will put my baby in the front, and I have room for 3 kids.
- b. Sure. I have room for 4 children.
- c. Sure. I can meet you at the zoo.

5.

- a. I could donate a cake.
- b. I could donate some cookies.
- c. Sorry, I am on a diet and I can't eat sugar.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring (CBET) D. Home Learning Environment	64. Discuss appropriate and inappropriate work/study habits. CASAS #: 7.1.2, 7.1.4	N/A

SAMPLE SCANS ACTIVITY: Corners/Group Brainstorm

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a Corners activity in which students brainstorm how parents can help their children with homework. Using pieces of advice for parents as the basis for the brainstorming activity, students ask questions and make comments about the advice.</p> <ol style="list-style-type: none"> 1. Collect six markers for student use and six tear sheets or large sheets of butcher paper. Write one of the following six pieces of advice at the top of each paper, leaving space below for students to write. <ol style="list-style-type: none"> a. Plan a regular quiet time for homework. Create a daily schedule. b. Set up a place in your home for your child to do homework. c. Be firm and make sure your child does his or her homework, but be positive. d. Help your child complete one or two examples, not all of the homework. Look at the homework when it's finished. Make sure it's neat and complete. e. Help your child organize his or her time for homework that is difficult or will take several days or weeks to complete. f. Talk to your child's teachers, if necessary. <p>Note: This preparation will accommodate 18-24 students in groups of three or four. For a larger class, prepare two tear sheets for each piece of advice and bring in a marker for every group of 3-4 students in your class.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Cultural Diversity</p>

2. Post the advice sheets around the room.
3. Tell the students that they will be discussing ways that parents and other family members can help children with their homework.
4. Have students silently read each of the statements posted around the room. Have them select one statement that interests them and move to a seat near that sheet. After you see which statements students have selected, adjust the groups so that 3-4 students are working on each tear sheet.
5. Write two questions on the board:
 - What do you think about this advice?
 - What questions do you have about this idea?
6. Explain that each group will discuss the advice given on the tear sheet and then write their ideas and questions below it. Stress that students are not to worry about grammar because ideas are more important at this point.
7. Model the activity by choosing one of the topics and brainstorming as a class. Write a couple of questions and comments on the advice sheet. Stop modeling after a few ideas so there is still plenty for that group to discuss and write. (Alternately, if there is one statement that few/no students have selected, use that piece of advice for modeling the activity.)
8. Give the students about five minutes to discuss the advice on their sheet before they begin writing.
9. Circulate and monitor the discussion.
10. After the groups have discussed the advice for about five minutes, give each group a marker so that they can begin writing their questions and ideas.
11. When groups appear to have several ideas on their sheets, call time.
12. Ask one student in each group to present the group's ideas and have the class discuss what is reported. **

Follow-up Activity: Use the advice sheets for a strictly grammar-based lesson on question formation or other grammar point.

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring (CBET) E. Tutoring Skills	66. Use picture and/or word cards to play simple vocabulary games with a child. CASAS #: 7.4.1	N/A

SAMPLE SCANS ACTIVITY: Creating a Concentration Game

Stages of Lesson: Warm Up **Introduction** Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 50-60 minutes	SCANS FOCUS
<p>Purpose: This activity is a game in which students create a set of vocabulary cards to use for playing Concentration with their classmates or children. It can be used for reviewing or reinforcing vocabulary learned in class, and students can make the same kind of game on their own with vocabulary of interest to children.</p> <p>Select a previously studied topic for vocabulary practice for which students will know at least twelve words (e.g., job application terms, medical problems, parts of a car, etc.). The vocabulary words need to be items for which students can create a simple illustration or write a definition. Obtain 3 x 5" index cards (all the same color) for making the game cards, four cards for every student in your class and, if possible, several pairs of scissors. If desired, bring in crayons or markers for students to use for making their Concentration cards.</p> <p>Part One: Creating the Game Cards</p> <ol style="list-style-type: none"> 1. Explain that students will create a game to play together. They can also play the same kind of game with young children for fun reading practice, or with older children for word study. 2. Demonstrate how to create the game cards by drawing a sample index card on the board or a transparency. Write a word on one half of the card, and put a picture or short definition of the word on the other half. Draw a dotted line down the middle of the card to indicate cutting the index card exactly in half. Point out that there is only one word and one matching picture or definition on each index card. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management/ Integrity/Honesty</p> <p>Resources: Allocates Material and Facility Resources</p> <p>Information: Organizes and Maintains Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others</p>

3. Form groups of three students. Make sure each group has space on a table or desk to lay out the Concentration game later. Ask one member of every group to be the Resource Manager. Have the Resource Managers come forward and pick up twelve index cards for their group. Note: If there are extra people when the groups are formed, have them work in pairs. Pairs will also need twelve cards, six cards for each partner.
4. Give the instructions for making the game cards, as follows. Each group will make a set of 24 cards based on 12 vocabulary words. Groups will come up with their own words related to the topic chosen by the teacher. Each person will choose four words to make cards for, and the words should not duplicate those of anyone else in the group. Then individuals will make their cards as demonstrated above, using either pictures or short definitions as desired. Each person will then cut their cards in half, creating 24 cards that are all 2 1/2 by 3 inches in size and are indistinguishable from the back. This will be the deck of cards used to play Concentration.
5. Have students begin making their cards. Circulate and assist as needed.
6. As groups complete their cards, have them make sure they have created 12 pairs of cards based on 12 different words. Then have the Resource Managers pick up scissors to cut the group's cards in half to make a set. (If no scissors are available, the cards can be folded, scored, and neatly torn by hand.)

Part Two: Playing the Game

7. Have groups combine their cards in one set and mix or shuffle them. Then demonstrate with one group's cards how to lay out the game. Cards are placed face down on the table in a rectangle with four rows of six cards.
8. Explain the purpose of the game: to collect the most cards by making matches. To accomplish this, students take turns. Each turn consists of turning over two cards, one at a time, and seeing if they match. As the cards are turned, they must be left in their place on the grid. If the cards match (e.g, the word "car" matches a picture of a car), the player takes them from the grid, leaving all other cards in place. This player then gets another opportunity to make a match. If the cards do not match, they are turned face down in their original place on the grid and the next player repeats the process. The game ends when all matches have been made. The person with the most matches is the winner.
9. Have students play the game with their card sets. If time allows, they can play again with the same cards or trade sets with another group and play another game. **

Systems: Understands
Organizational Systems/
Monitors and Corrects
Performance

10. The winner in each group is the person who has the most cards at the end of one game or who has won the most games. The winner gets to keep the group's deck of cards.

11. Point out to the class that this is a game they can make and play with their children. Have the class brainstorm ways it can be adapted for home use (e.g., to help children match words with colors or pictures, study history dates, learn difficult words, etc.).

** This step serves as an evaluation of the activity.

TECHNOLOGY in the ESL CLASSROOM

Over the years, technology has become more and more a part of the ESL classroom. Students need technology skills to be successful in their daily lives and the SCANS competencies stress the use of technology as well. Technology can be used to teach a number of ESL competencies and English language skills.

Computer-based English instruction is one way to provide practice and instruction in English. Computers allow for a multi-sensory approach to language acquisition, incorporating visuals, sound, reading skills, writing skills and interactivity. Using computers for ESL instruction is an ideal way to meet the varying needs of ESL students, especially in a multi-level class. Students can concentrate on the skills they are weakest in without direct teacher supervision and can work at their own pace. As with all technology, however, it is extremely important for the teacher to connect classroom instruction with the technology being used. If students fail to see the connection, they quickly lose interest after the novelty of using computers wears off.

Technology encompasses more than just using computers. Still photo cameras, whether digital or film, can be used to enhance projects and written work by introducing the ability to insert images into documents. Overhead projectors can be used not only by teachers, but also by students as they provide instruction for each other and present information to the class. Language Masters/card readers provide students with opportunities for individualized practice in their pursuit of pronunciation and vocabulary mastery. The cassette/CD player with or without listening stations can be used in whole and small group work to enhance students' listening skills. TVs and VCR/DVD players can bring the outside world into the classroom - providing contexts for myriad activities. Video cameras can turn dialog practice and role-play activities into meaningful productions.

Every ESL student should have the opportunity to explore and work with today's technology - whether it is an overhead projector or a computer. The following activities are only a sample of what can be done at this level to enhance the ESL classroom experience through technology, while emphasizing the topics and language skills of the course outline.

***SAMPLE TECHNOLOGY ACTIVITIES
for the ESL Intermediate Low Course***

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES
Personal Information, Social/Cultural Interaction, Consumer Economics, Government and Law, or Occupational Knowledge	<ol style="list-style-type: none"> 1. Give personal information about self, family, job history. 9. Write short letters and notes (e.g., make requests, ask for permission, express thanks). 25. Demonstrate familiarity with basic banking terminology and services <ol style="list-style-type: none"> d. Identify uses and risks of credit cards. 30. Identify and explain product defects to store personnel in order to exchange something or get a refund (e.g., something is missing, broken, cracked, doesn't work/run). 33. Explain orally and in writing events and persons associated with major national holidays (e.g., Martin Luther King was a civil rights leader). 46. Write a simple cover letter. 64. Discuss appropriate and inappropriate work/study habits.

SAMPLE TECHNOLOGY ACTIVITY: Using a Word Processor

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 40 minutes</p> <p>Purpose: This is a small-group writing activity in which students take turns adding onto each other's written work. A story or letter, depending on the competency being taught, is composed at the computer and, when completed, is printed out for the class. This activity should be used at the culmination of a unit of class content, when students have learned a lot of language they can draw upon in order to compose the story or letter. One computer for every group of four students will be needed for this activity.</p> <ol style="list-style-type: none"> 1. Prepare a sample story title or letter opening (not on the subject you will use for the activity) as a guide for students on the format. Print or make one copy for each group of four students. Make one transparency of the sample. Prepare also one slip of paper for each group with a situation, topic or title for their story or letter. (For large classes, use the same topic for more than one group.) 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="text-align: center; padding: 5px;">SCANS FOCUS</td> </tr> <tr> <td style="padding: 5px;"> <p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p>
SCANS FOCUS			
<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p>			

2. Before class, open a blank word processing document on each computer students will be using. Place the sample story/letter at each computer.
3. Tell students the goal for the activity: to write a story/letter for a certain situation. Show the sample on the overhead projector, pointing out the format. Survey the class to make sure that a number of students know the keyboard well enough to use colons, capital letters, etc.
4. Form groups. Pass out the topics to each group. Explain that team members must take turns at the computer, each person writing one line of the story or letter in rotation. Other members of the team may help with capitals, punctuation, etc. but they must help verbally, not by keyboarding themselves. You may want each group to choose a "runner" or "troubleshooter" to report any technical problems to you, the "supervisor."
5. Have each group gather around one computer and begin the activity. Set a time limit.
6. When most groups are nearing completion, give a three-minute warning. Call time, and have each group complete their writing and print it out.
7. Collect the stories or letters and evaluate them, and/or have teams select readers to present them to the class. **

Follow-up Activity: Have students in teams of four read and give feedback on the printed work. (Provide guidelines for the feedback.)

** This step serves as an evaluation of the activity.

Resources: Allocates Time/ Allocates Human Resources

Information: Interprets and Communicates Information/ Uses Computers to Process Information

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership

Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance

Technology: Applies Technology to Task

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES
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Community, Consumer Economics, Government and Law, Health and Safety, Occupational Knowledge, or Learning Skills

- 20. Ask for and give oral directions to places.
- 25. Demonstrate familiarity with basic banking terminology and services.
 - a. Write or cash a check or money order.
 - c. Use and maintain a checking or savings account (e.g., fill out a deposit slip, withdrawal slip, and record transactions).
- 31. Interpret basic cooking recipes.
- 34. Identify procedure to follow after a car accident.
- 38. Identify common medical and dental problems, procedures and remedies.
- 43. Demonstrate appropriate job interview behavior.
- 47. Communicate with coworkers and supervisors.
 - b. Follow and give a sequence of instructions.
 - d. Request permission for vacations, leaves of absence, leaving early.
- 51. List, prioritize and organize ideas, steps, events and tasks.

SAMPLE TECHNOLOGY ACTIVITY: Using a Digital Camera

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:
hours total

Approximate Time of Activity: 2-3

SCANS FOCUS

Purpose: This is a group task in which students brainstorm and write a sequence of steps, and then illustrate their sequence in a “storyboard” format using photos and captions. It can be done with a digital camera and word processing program, or with an instant or traditional camera and hand-lettered pages.

1. Prepare a list of activities related to the competency area and topic, e.g., for the Occupational Knowledge competency area: go to a company for a job interview, follow instructions for copying and mailing out a company brochure or other work task, clean up and sign out to leave work, etc. The topics should all be related to language the students have studied, and they should lend themselves to students’ creating a short series of commands on the topic. Write each activity on a separate card or slip of paper.

Basic Skills:
Listening/ Speaking/
Reading/ Writing

Thinking Skills: Creative
Thinking/ Problem
Solving/ Decision
Making/ Seeing Things
in the Mind’s Eye

2. Form groups of 4-6 students. Give each group a card and explain that the group should come up with a short title, "At the Dentist" for example, and a series of numbered steps or actions needed to carry out their activity. Assign roles (recorder, timekeeper, etc.) if desired, give a time limit of 20-30 minutes, and circulate to assist groups in phrasing their steps in command form, as a series of instructions.
3. Call time and have groups review their sequences for correctness. If desired, have one member of each group serve as an "editor" and prepare the final copy.
4. Have groups meet again to decide on the best way to illustrate the steps of their sequence and select actors to pose for the camera. They may choose to pantomime the actions without props or to bring in realia to use in the pictures. They should decide and make notes on all the details of their planned photos as a group. Note: for this and all creative tasks done in a group, it will be necessary to remind students regularly to use their English!
5. Provide time for groups to shoot the photos for their illustrations.
6. Assist students in inserting their digital photos and writing the captions on a computer, or provide materials for them to hand copy and paste up their illustrated pages.
7. Display the illustrated sequences in the classroom. **

Follow-up Activity: Use the resulting stories for TPR activities in which students practice giving and following the commands in the sequences.

** This step serves as an evaluation of the activity.

Personal Qualities:
Responsibility/
Sociability/ Self-
Management/ Self-
Esteem

Resources: Allocates
Time/ Allocates Materials
and Facilities/ Allocates
Human Resources

Information: Organizes
and Maintains
Information/ Interprets
and Communicates
Information/ Uses
Computers to Process
Information

Interpersonal:
Participates as a
Member of a Team/
Teaches Others/
Exercises Leadership/
Negotiates to Arrive at a
Decision/ Works with
Cultural Diversity

Systems: Understands
Social and Technological
Systems/ Monitors and
Corrects Performance/
Improves and Designs
Systems

Technology: Selects
Technology/ Applies
Technology to Task/
Maintains and
Troubleshoots
Technology

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES
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Personal Information, Social/Cultural Interaction, Consumer Economics, or Government and Law

2. Fill out authentic forms and applications.
8. Identify appropriate greeting cards for given situations.
22. Interpret schedules, information and announcements related to transportation.
24. Ask and give simple information about a vehicle.
28. Identify bargains and compare price, quality, and quantity.
29. Interpret ads, circulars and coupons.
31. Interpret basic cooking recipes.
34. Identify procedure to follow after a car accident.

SAMPLE TECHNOLOGY ACTIVITY: Using the Internet
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Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 15 minutes</p> <p>Purpose: This is an Internet activity in which students go online to request free catalogs and/or find and print out information to be used in subsequent activities.</p> <ol style="list-style-type: none"> 1. Identify the Web site that will be your source of information and go online to review the steps students will follow to access the information. Before class, check to be sure the Web site, is currently available. 2. Tell students the focus of the Internet activity, signing up for a free catalog, printing out an informative page from a Web site, comparing items for sale, etc. 3. Demonstrate the activity by going online, typing in a URL address, accessing the Web site, printing out information, and/or completing and sending any necessary forms. 4. Check students' comprehension by asking such as <i>What will I get from this Web site? What do I type in this box? Which link should I choose now? etc.</i> 	<table border="1"> <thead> <tr> <th data-bbox="1092 966 1417 1077">SCANS FOCUS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1092 1083 1417 1220"> <p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> </td> </tr> <tr> <td data-bbox="1092 1226 1417 1430"> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Decision Making/ Seeing Things in the Mind's Eye</p> </td> </tr> <tr> <td data-bbox="1092 1436 1417 1640"> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> </td> </tr> </tbody> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p>	<p>Thinking Skills: Creative Thinking/ Problem Solving/ Decision Making/ Seeing Things in the Mind's Eye</p>	<p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p>
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<p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p>					

5. Have students go to their computers and complete the activity. Facilitate as needed.
6. When students have finished, get feedback on how they felt during the task: confident? confused? irritated? Elicit the reasons for their responses.
7. Form pairs. Have partners work together to list the steps they took to get on the Web site and complete the task. Circulate to assist as needed, noting needed vocabulary on the board for all pairs to consult.
**
8. Follow-up Activity: Use the catalogs students received or information they printed out as material for upcoming class activities. For example, for an activity comparing two vehicles for sale, have students print out or copy down predetermined items of information about two cars of their choice to use for the comparison.

** This step serves as an evaluation of the activity.

Information: Organizes and Maintains Information/ Interprets and Communicates Information/ Uses Computers to Process Information

Interpersonal: Participates as a Member of a Team/ Teaches Others

Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance

Technology: Applies Technology to Task

NEEDS ASSESSMENT for the ESL Intermediate Low Course

Assessing students' language needs is a crucial part of planning an effective long-range lesson plan for the term. The course outline provides the basis for the course, but the amount of emphasis placed on certain competencies, topics, proficiencies and structures is determined by the needs and priorities of the students.

Needs assessments should be administered during the first week of class. A Needs Assessment Form that corresponds to the competency areas of the Intermediate Low course appears on the following four pages. It can be used alone or in conjunction with other information about the class such as pre-test results, referral information for promoted students, and teacher observation of introductory class activities.

Results of the needs assessment should be reviewed with the students. Involving students will create buy-in, let students know their needs will be met throughout the course, and help students understand the sequence and continuity of the subsequent lessons. The process of administering the needs assessment and compiling the results can be turned into a classroom activity. For example, after filling out their forms individually, students could work in groups to compare their answers on a particular section related to one or more of the competency areas. Another example activity could be having the whole class mark their responses for the Language Skills section on the board and then immediately tallying and comparing the totals for the class.

As new students enter, they should complete a needs assessment as part of their orientation into the class. Results from these assessments, along with other input such as ongoing evaluation of progress, class test results, and additional needs reported by students may alter the long-range lesson planning for the term.

NEEDS ASSESSMENT for the ESL Intermediate Low Course

Student's name _____

Date _____

Teacher's name _____

Class time _____

PERSONAL INFORMATION

1. PLEASE CHECK ✓ ONE OR TWO:

I need to learn more English...

to talk about my personal or work history. _____

to fill out forms and applications. _____

SOCIAL/CULTURAL INFORMATION

2. PLEASE CHECK ✓ NO MORE THAN THREE:

I need to learn more English...

to make "small talk" in social situations. _____

to speak politely in social interactions. _____

to express opinions. _____

to agree and disagree. _____

to send greeting cards. _____

to write letters and notes. _____

COMMUNITY

3. PLEASE CHECK ✓ NO MORE THAN THREE:

I need to learn more English...

to communicate with school personnel. _____

to find out about educational programs. _____

to make phone calls and leave messages. _____

to ask for and give directions to places. _____

to use the library. _____

NEEDS ASSESSMENT for the ESL Intermediate Low Course (continued)

CONSUMER ECONOMICS

4. PLEASE CHECK ✓ NO MORE THAN FIVE:

I need to learn more English...

- to use transportation schedules. _____
- to talk about car maintenance and repair. _____
- to buy or sell a car. _____
- for banking and using credit cards. _____
- to rent an apartment or house. _____
- to read and pay bills. _____
- to compare prices and advertising. _____
- to exchange merchandise or get refunds. _____
- to read and follow cooking recipes. _____

GOVERNMENT AND LAW

5. PLEASE CHECK ✓ NO MORE THAN TWO:

I need to learn more English...

- to read or talk about US history. _____
- to read or talk about US government. _____
- to talk about a car accident. _____
- to report an accident or crime. _____

HEALTH AND SAFETY

6. PLEASE CHECK ✓ NO MORE THAN TWO:

I need to learn more English...

- to talk about medical problems and procedures. _____
- to make or change appointments. _____
- to fill out medical history forms. _____

NEEDS ASSESSMENT for the ESL Intermediate Low Course (continued)

OCCUPATIONAL KNOWLEDGE

7. PLEASE CHECK ✓ YOUR NEEDS:

I need to learn more English...

- to apply for jobs. _____
- to go to job interviews. _____
- to communicate with co-workers and supervisors
at work. _____

LEARNING SKILLS

8. PLEASE CHECK ✓ YOUR NEEDS:

I need to learn more English...

- to compare information and make a decision. _____
- to read charts, tables and graphs. _____
- to study or work on problems with a group
of people. _____
- to use a computer. _____

COMMUNITY-BASED ENGLISH TUTORING (CBET)

9. PLEASE CHECK ✓ YOUR INTERESTS:

I need to learn more English...

- to find out about schools and school programs. _____
- to read progress reports and test results. _____
- to talk with my child's teacher. _____
- to help my child solve problems at school. _____
- to participate at my child's school. _____
- to help a child read at home. _____
- to help a child do homework. _____
- to help a child develop better study habits. _____
- to help a child get ready the morning of a test. _____
- to play vocabulary games with a child. _____

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the Intermediate Low course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

LESSON PLANNING

Planning is essential for implementation of the ESL Intermediate Low course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course. Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency-based components, or structure checklist in the course outline, 2) by identifying student needs on a formal needs assessment like the one found in this course outline or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

SAMPLE LESSON PLAN
for the ESL Intermediate Low Course

“SHE CAN’T BREATHE!”

OBJECTIVE: Students will be able to identify common symptoms of a medical emergency and relate them to medical personnel.

CASAS: 3.1.1

TOPIC: Medical Emergencies

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Writing (Basic Skills)	Participate as Team Member (Interpersonal)
Sociability (Personal Qualities)	Interpret and Communicate Data (Information)
Creative Thinking (Thinking Skills)	Monitor and Correct Performance (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present Perfect with **since** and **for**: *He hasn't eaten for hours.*
He hasn't eaten since noon.
Present Perfect Continuous: *He's been shaking for 20 minutes.*

VOCABULARY: ever, never, yet, until, before, be pale, sweaty, nauseous, dizzy, unconscious
have a fever, chills, diarrhea, shake, etc., time expressions.

PREREQUISITE: Students should be familiar with common health ailments, basic 911 calls, and the Present Perfect and Present Perfect Continuous tenses.

BEFORE CLASS

- a. Enlarge and cut apart a set of the medical emergency illustrations, p 209. Duplicate a class set of the page sheet as well for the Guided Practice activities.
- b. Gather five 3 x 5 or 4 x 6 index cards for every two students.
- c. Prepare examples of present perfect and present perfect continuous that reflect the topic or use the examples below for the Guided Practice activity.

has/have + past participle	has/have + verb + ing
He has had a severe headache for the past 30 minutes.	He has been bleeding non-stop since the accident.
- d. Prepare a simple 911 dialog, or use the one below, for the Communicative Practice activity. Write the dialog on the board, butcher paper or an overhead transparency.

911 Operator: 911 emergency.
Caller: My grandmother has been having terrible pain.
911 Operator: Where is the pain?
Caller: Chest and left arm. She hasn't been able to move her left arm for the past 20 minutes.
911 Operator: Stay calm. Someone will be there soon. I'm going to put you on hold but stay on the line. I may need to ask you some more questions.
- e. Duplicate a class set of the observation checklist on page 210.

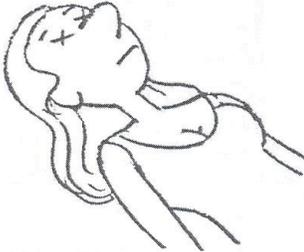
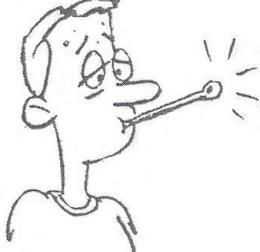
SAMPLE LESSON PLAN for the ESL Intermediate Low Course (continued)

STAGE OF LESSON	Lesson Plan For "SHE CAN'T BREATHE"
WARM UP (10 minutes)	Define medical emergency. Have pairs interview each other, asking, <i>Can you name five medical emergencies? Have you ever experienced a medical emergency? What happened?</i>
INTRODUCTION (5 minutes)	Tell students they will learn how to describe symptoms to a paramedic, doctor or emergency operator.
PRESENTATION [Teach Vocabulary] (25 minutes)	<ol style="list-style-type: none"> 1. Act out the symptoms of a heart attack (left arm pain, difficulty breathing, depression), choking (hands at throat) and shock (glazed expression, chilled). 2. Ask students to tell you what's wrong. 3. Have a student write the symptoms on the board. 4. Show enlarged pictures prepared before class or mime other emergencies to prompt more vocabulary. List the emergency situations and their symptoms on the board.
COMPREHENSION CHECK (5 minutes)	<ol style="list-style-type: none"> 1. Ask nine students to come to the front. Hand each student one of the enlarged pictures. Have them line up facing the class with their pictures. 2. Describe a set of symptoms. Have the student holding the pictured symptoms step forward. E.g., <i>He has a pain in his left arm and difficulty breathing.</i> (The person with the "heart attack" picture steps forward.)

SAMPLE LESSON PLAN for the ESL Intermediate Low Course (continued)

<p>GUIDED PRACTICE [Pair Work]</p> <p>(15 minutes)</p>	<ol style="list-style-type: none">1. Distribute five index cards to each student pair.2. Have students write one symptom per card using the basic verb form (e.g. <i>be nauseous, have a glazed expression, shake, etc.</i>)3. Demonstrate the structures for the present perfect and present perfect continuous using previously prepared sample sentences.4. Have pairs use the symptoms on their flash card and the tense structures from #3 above to write original sentences they might say to emergency personnel on a piece of paper, and practice saying them. Set a time limit.5. Once time is called, have two pairs exchange cards and repeat step #4.
<p>COMMUNICATIVE PRACTICE [Role Play]</p> <p>(40 minutes)</p>	<ol style="list-style-type: none">1. Show students previously prepared 911 dialog model.2. Form groups of three. Have groups assign the roles of caller, victim, and 911 operator.3. Tell students to create and act out a conversation based on the model. (The victim mimes symptoms while the caller and 911 operator talk.)
<p>EVALUATION [Role Play]</p> <p>(20-30 minutes)</p>	<p>Have groups present their dramas while the class notes what they observe on the observation checklist from page 210.</p>
<p>EXPANSION</p> <p>(as time permits)</p>	<p>Assign each group a different emergency and have them brainstorm ways to prevent it.</p>

EMERGENCY SYMPTOMS

 <p>be not breathing</p>	 <p>be unconscious</p>	 <p>have chest pain</p>
 <p>be nauseous</p>	 <p>be dizzy</p>	 <p>be bleeding</p>
 <p>have a high fever</p>	 <p>have stomach cramps</p>	 <p>have chills</p>

OBSERVATION CHECKLISTS

Watch the group's performance and answer the questions.

GROUP# _____ OBSERVER: _____

Did the caller state the problem? YES NO

What was the victim's problem? _____

What were the victim's symptoms? _____

Did the operator ask for more information? YES NO

Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP# _____ OBSERVER: _____

Did the caller state the problem? YES NO

What was the victim's problem? _____

What were the victim's symptoms? _____

Did the operator ask for more information? YES NO

Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP# _____ OBSERVER: _____

Did the caller state the problem? YES NO

What was the victim's problem? _____

What were the victim's symptoms? _____

Did the operator ask for more information? YES NO

Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

SUGGESTED EVALUATION ACTIVITIES

Teachers should use a variety of test measurements in more than one language skill to gain information about their students. Assessments should be based on tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

Placement Tests

The Division-developed ESL Placement System is used to determine the appropriate course for new students entering the school.

Ongoing Evaluation

In-class evaluations such as student writing samples, needs assessments, and class surveys are used to determine students' knowledge before introducing an objective, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer)
- b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, take notes, write a letter)
- c. Observation (e.g., while working or writing individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolio of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress)
- f. Textbook publishers' tests

In addition, achievement pre- and post-tests (e.g., CASAS Life Skills Reading) may be used to assess progress in lifeskills and specific language skills.

Promotional Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level. Completion of the ESL Program is based on passage of the Division-developed test for the ESL Advanced Low level.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills and Qualities

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

**Personal
Qualities**

- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

GLOSSARY of COMMON ESL TERMS

**** Definitions for all words in *bold* can be found in this glossary.**

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

CBET – (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

CCAE – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the context of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

GLOSSARY of COMMON ESL TERMS (continued)

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

Dictation: Visual & Oral – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

Drill – A controlled activity which focuses on the **language form** rather than expressing meaning. See **dialog substitution**.

EFL – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

ELL – English Language Learner.

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play**, **problem solving** or **peer revision** as example activities for this stage.

“Find someone who...” – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

GLOSSARY of COMMON ESL TERMS (continued)

Form – See **Language Form**

Grammar – See **Language Form**

Grammar: Form, Meaning, Use – Grammar is the structure or form of language (e.g., “-er” added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

Information Gap – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

Integration of Skills – Instruction which combines the four skills of listening, speaking, reading, and writing.

Interactive – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See “**Find Someone Who...**” as an example.

Introduction – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structural or grammatical items of the language, as opposed to the meaning or use of those items.

Language Function – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

Language Skills – The four skills of speaking, listening, reading and writing.

Learning Modalities – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

GLOSSARY of COMMON ESL TERMS (continued)

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self-evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

Life Skills – Language and non-language skills necessary to function within society.

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

ESL Model Standards – A set of California State guidelines for adult ESL programs.

Multilevel Classes – Classes of students with a wide range of language abilities.

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

Non-Verbal Techniques – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

Presentation – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

GLOSSARY of COMMON ESL TERMS (continued)

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

Recycling – Reusing vocabulary or grammatical structures in different lessons throughout the course.

Role Play – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

Skim – Quickly going over a text to get the general idea.

Spiraling – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

Structure – See "Language Form".

Task – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

Team Task – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day's topic. See **interviews** as an example activity for this stage.

SUGGESTED INSTRUCTIONAL RESOURCES

The following materials are available through the Division of Adult and Career Education (DACE), ESL/CBET and Citizenship Programs, (213) 241-3166.

TEXTBOOKS

Recommended Adult ESL/CBET Core Textbook List. Adult ESL/CBET and Citizenship Programs, DACE, 2002.

INSTRUCTIONAL RESOURCE MATERIALS

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL, Second Edition. ESL and Citizenship Programs, DACE, 2000.

ESL/CBET and Citizenship Technology Guide. Adult ESL/CBET and Citizenship Programs, DACE, June, 2002.

Integrating SCANS Competencies into ESL Instruction Resource Packet. Brigitte Marshall, Consultant. Spring Institute for International Studies, 1999.

The ESL/CBET Teachers' Resource Handbook. Adult ESL/CBET and Citizenship Programs, DACE, 2002.

OTHER RESOURCES

CASAS Competency List, CASAS, 2003.

English-as-a-Second-Language Handbook for Adult Education Instructors, California Department of Education, 1995 edition.

English-as-a Second-Language Model Standards for Adult Education Programs. California Department of Education, 1992.

Teacher's Guide, ESL Intermediate Low (a) Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

Teacher's Guide, ESL Intermediate Low (b) Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

What Work Requires of Schools. A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991.

WEB SITES

Division of Adult and Career Education, LAUSD: adultinstruction.org.

CATESOL: California Association of Teachers of English to Speakers of Other Languages, www.catesol.org.

OTAN: Outreach and Technical Assistance Network, California Department of Education, (800) 894-3113, www.OTAN.dni.us.

RESOURCE PERSONS

Subject area coordinator and advisers

ESL Intermediate Low (50-01-53) September/2008, LAUSD Division of Adult and Career Education

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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