

# ENGLISH LANGUAGE LEARNING (ELL)

## LESSON PLANS AND RESOURCES

¡Inglés en Minutos!



## Lesson Plan: Basic Vocabulary- Making a Calendar Vocabulario Básico- Creando un Calendario

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*This lesson corresponds with pages 2-14 of Ingles in Minutos: Book 1*

In many daily situations such as scheduling appointments, telling a friend about important events in your life, or discussing your work schedule to your boss, it is important to know how to discuss the days of the week, months of the year, and important dates.

In this lesson, students will learn about the months of the year, days of the week, how to give the date, the seasons of the year, as well as various holidays and important life events. Students will share important dates with classmates and learn how to use specific dates in important conversations like making appointments.



This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly when students are learning a new language.

- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
  - Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
  - Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
  - Vocabulary development aids students comprehension of the meaning of new words and ideas.
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Begin by asking students if anyone has a way they keep track of their schedule or how they remember what day it is.

- How do you remember when you have to work?
- How do you remember your family members' birthdays?
- Have you ever forgotten about a doctor's appointment?
- Does anyone keep a date book?

This discussion works with schema activation to see what students already know about the topic and then show why the activity is applicable to their own lives.

Try to guide the conversation toward the idea of a yearly or monthly calendar as a tool to help keep track of the days as well as important events. Have you ever forgotten your significant other's birthday? (I bet that was fun!) How could you help yourself remember better next year?

Option: Select a book that works with the days of the week, seasons of the year, months of the year, holidays, etc. and read it to the class. Be sure to pick a book that is basic enough to be followed by your student and includes lots of pictures to help them further understand the topic of the class.

## Let's Learn Vocab!

Hand out examples of calendars (either purchased or printed offline) to groups of students and ask if they can name the parts they see (days of the week, months of the year, dates, holidays, etc.). \*You may want to group students with varying levels of English proficiency here so those more advanced can lead while beginners can observe and become familiar with the new vocabulary.\*

As they name the different parts, write them on the board. As a group, work to organize the different words on the board into categories (all the days of the week together, all the months of the year together, the numbers that correspond with the different dates, the holidays, etc.) discussing what each category represents.

Note: Be sure students are aware of how the English calendar is set up, beginning the week with Sunday and ending with Saturday. Also focus on the order of the months throughout the year and number/order of days.

## Listen and Find!

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(addressing vocabulary development and phonological processing)

To be sure students are familiar with the main vocabulary related to a calendar, call out an example from the board without pointing to it, and see if the groups can recognize the word and point to it on their own calendars. Do this with each vocabulary word, noting which vocabulary students may have more trouble with.

Optional: To work in the vocabulary "today, yesterday, tomorrow" ask various questions like:

- If today is Tuesday, what is tomorrow? What was yesterday?
- If tomorrow is Thursday and yesterday was Tuesday, what is today?

There is also a basic worksheet at the end of the lesson to go along with this.

## Save the Date! (Well, Say the Date anyway...)

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Have students select various holidays already listed on their calendars and show them the different ways to express the date.

Begin by showing students the basic numerical representation used for the date:

Month/day/year      (P. 10)

Have students name examples for each (month, day, year). (Be sure to highlight the number month correspondence, i.e. January/1, February/2.)

Using the calendars, have students find a holiday and together write the date on the board. Tell students that is the way we write, and sometimes say, the date, but there is a different way we also write it and is how it is commonly said.

Introduce ordinal numbers, following the list on p. 4. Show how the dates selected would be written in word form, adding in the day of the week in front:

Ex: Sunday, January first two thousand and twelve.

Using their own calendars, have students mark important dates in their lives (their birthday, birthdays of family members, anniversaries, favorite holidays, when school begins, etc.).

Optional: If you have a group of more advanced students provide them with a blank calendar and have them work in groups to put the labels for the days of the week, months of the year, etc. There is a blank template found at the end of the lesson. Pages 9-10 of *Ingles en Minutos Book 1* list sentences about each month. If students want they can use those sentences or build their own sentences based on those to describe the each month on their blank calendar. Page 14 also lists different types of weather words that could be used to describe the different months. Encourage them to work with the holidays in each month and their perception of the weather during them.

## Time to Talk it Out!

Using the format for asking about birthdays, have students ask when other students were born, writing down what they say (following the word format for the date). Then, have students tell and ask other students about other important events in their lives (examples on p.12-13), recording these dates.

Student 1: When were you born?

Student 2: I was born \_\_\_\_\_. You?

Student 1: I was born \_\_\_\_\_.

## Switch roles!

Student 1: When were you born?

Student 2: I was born \_\_\_\_\_. You?

Student 1: I was born \_\_\_\_\_.



Do we only use dates when talking about our birthdays? Of course not! Most students learning English face the use of dates when making appointments for various services. Have students practice dialogues related to making doctor and dentist appointments using the following dialogues.

## Making a Doctor Appointment

**Receptionist:** Thank you for calling Dr. Jones's office, how may I direct your call?

**Patient:** Yes, I would like to make an appointment for my son to get shots.

**Receptionist:** Ok, would you like to come in on \_\_\_\_\_ at ten A.M.?

**Patient:** I'm sorry, that won't work. I have to meet my child's teacher that day. How about \_\_\_\_\_?

**Receptionist:** We have an opening at eight the morning of \_\_\_\_\_. How does that sound?

**Patient:** That sounds great. Thank you.

**Receptionist:** You're welcome. See you on \_\_\_\_\_.



## Making a Dentist Appointment

**Receptionist:** James and Dunn Dentistry, how may I help you?

**Patient:** Hello, I have a bad toothache and need to see the dentist.

**Receptionist:** I'm sorry to hear that. Could you come in \_\_\_\_\_ at eleven thirty?

**Patient:** I have to work at that time, is there an afternoon appointment during the week?

**Receptionist:** We have an opening \_\_\_\_\_ at four. Would that work?

**Patient:** Ok, that will work. Thank you.



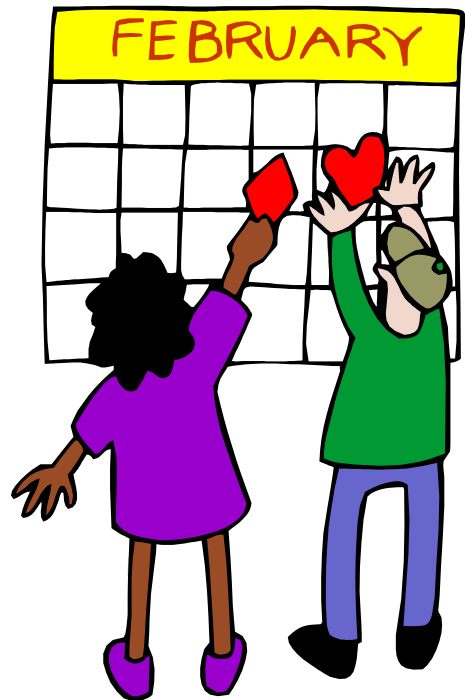
## Listen and Find: Days of the Week

1. Today is Wednesday. Tomorrow is \_\_\_\_\_.
2. Yesterday was Sunday. Today is \_\_\_\_\_.
3. Tomorrow is Friday. Yesterday was \_\_\_\_\_.
4. If yesterday was Tuesday, and tomorrow is Thursday, today is \_\_\_\_\_.
5. Tomorrow is Saturday. Yesterday was Thursday. Today is \_\_\_\_\_.
6. The days of the weekend are: \_\_\_\_\_.



## Months of the Year

1. The first month of the year is \_\_\_\_\_.
2. The fourth month of the year is \_\_\_\_\_.
3. The eighth month of the year is \_\_\_\_\_.
4. The second month of the year is \_\_\_\_\_.
5. The twelfth month of the year is \_\_\_\_\_.

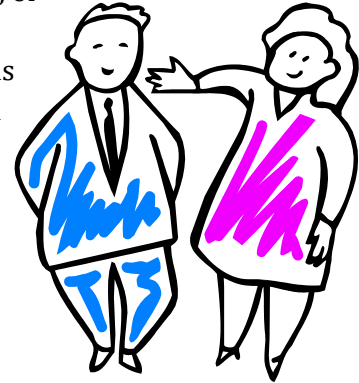




## Lesson Plan: How to Give and Obtain Personal Information Cómo Dar y Obtener Información Personal

*This lesson corresponds with pages 15-18 of Ingles in Minutos: Book 1*

Whether getting to know a new acquaintance, making an appointment, or applying for a job, it is important to know how to give and ask for personal information such as name, phone number, and address. In this lesson, students will learn the basic elements associated with personal information as well as how to ask for and give that information in a conversation.



This lesson has been developed to help develop important skills in reading such as *phonological processing*, *vocabulary development*, *syntactical processing*, *schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students comprehension of the meaning of new words and ideas.

It is always a good idea to find out how much your students know about a topic before you begin a lesson. Knowing how much they know helps when thinking of the best way to tweak your lesson to best accommodate their needs.

Begin the lesson by writing “Personal Information” on the board. As students work in pairs or groups to think of what these two words mean. (Be intentional in your group assignments. It can be very beneficial to pair more advanced students with beginners to work as examples.) After a few minutes, or when the class seems to have reached a conclusion, have volunteers offer ideas.

### Language Levels

Always try to teach to the language levels in your class.

Simplifying activities and directions when needed is key.

Reversely, if students are above the activities, challenge them to take the next step:

-Have them memorize the skits or improvise.

-Encourage them to include other phrases they have heard or used where appropriate in the skit.

Be sure to point out the cognates between English and Spanish (Personal/Personal, Information/Información). This helps them to make the connection between the language they are

familiar with and the language they are learning (Schema Activation).

Have students brainstorm situations in which they have given or asked for personal information (meeting new people, filling out forms, checking in at the doctor's office, etc.). Be sure to leave these on the board for an activity later on in the class. Have them think of all the types of information asked for or given in that situation (name, phone number, address, age) to begin to work with key vocabulary.

## Can You Find Someone Who...?

Help students become familiar with the new vocabulary and how it relates to their own lives by participating in this "get to know you" game.

Pass out interview conversation worksheets to each student and review the questions listed. Be sure each student understands what piece of information is indicated in each and knows how to respond with their own personal information.



Explain to the group that the goal is find someone for each of the questions listed on the worksheet, being sure they fit the criteria listed. They must ask the questions on the worksheet, using complete sentences for both asking and for answering. For example, one might ask "What is your phone number?" and the appropriate response would be "My phone number is 555-5555." As students are asking questions to different classmates be sure to they are using complete sentences and filling in the information when they find answers that fit the criteria. (Phonological processing).

## Real Life Application



So how can we use this information to help students understand its importance in the real world? Remember those ideas you had on the board about where we exchange personal information? When making or checking in at an appointment, students may be asked to give such information in order to be identified. When meeting new friends similar personal exchanges can occur.

Have students follow the dialogues provided, taking various roles. Encourage them to make skits to be performed for the class, adding in extra information and phrases as desired and appropriate. They can also use the questions and phrases on p. 15-16 to make up skits of their own to perform for the class.

## Can You Find Someone Who...?

1. Has a name beginning with the same letter as yours.

Name: \_\_\_\_\_ Letter: \_\_\_\_\_

2. Is older than you.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

3. Is younger than you.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

4. Has a phone number with at least 2 of the same numbers as yours.

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

5. Has an address that has at least one number the same as yours.

Name: \_\_\_\_\_ Address: \_\_\_\_\_

6. Is from a place you have visited or heard of.

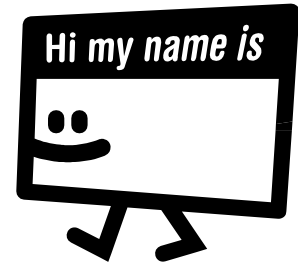
Name: \_\_\_\_\_ Where: \_\_\_\_\_



# Interview Conversation

**Question:** What is your name?

**Answer:** My name is \_\_\_\_\_.



**Question:** How old are you?

**Answer:** I am \_\_\_\_\_ years old.



**Question:** What is your phone number?

**Answer:** My phone number is \_\_\_\_\_.

**Question:** What is your address?

**Answer:** My address is \_\_\_\_\_.



**Question:** Where are you from?

**Answer:** I am from \_\_\_\_\_.

## Checking in at an Appointment

**Receptionist:** Good morning, how may I help you?

**Patient:** Hi, I have an appointment at noon.

**Receptionist:** Alright, what's your name?

**Patient:** My name is \_\_\_\_\_.

**Receptionist:** Thank you Mr./Ms. \_\_\_\_\_. I am going to verify that your information is up to date. What is your phone number?

**Patient:** My phone number is \_\_\_\_\_.

**Receptionist:** Looks like that is still the same. What is your current address?

**Patient:** My address is \_\_\_\_\_.

**Receptionist:** Seems you have moved since your last visit. Could you please repeat your address?

**Patient:** No problem. My address is \_\_\_\_\_.

**Receptionist:** Great. Got you down. They will call your name in a few minutes. Have a seat.

## Meeting a New Friend

(Requires three participants)

**Participant 1:** Good afternoon \_\_\_\_\_! How are you?

**Participant 2:** Hey! I am fine, thank you. How are you?

**Participant 1:** I'm fine. I would like for you to meet \_\_\_\_\_ (Participant 3's name).

**Participant 2:** Hello \_\_\_\_\_. I am pleased to meet you. Where are you from?

**Participant 3:** I am from \_\_\_\_\_. Where are you from?

**Participant 2:** I am from \_\_\_\_\_.

**Participant 3:** Neat! It was nice to meet you. I'll see you later!

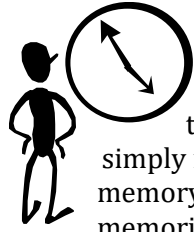
**Participant 1 and 2:** Good-bye!



## Lesson Plan: Vocabulary

### Vocabulario

*This lesson mainly corresponds with pages 34-48 of Ingles in Minutos: Book 1*



Book 1 contains many lists of common vocabulary, organized by common themes (i.e. time, animals, opposites, transportation, landforms, etc.). Vocabulary is an essential aspect of effective communication. If you don't have the words, it is hard to make sentences! Encourage your students to work with vocabulary, but asking to simply memorize and regurgitate lists and lists of vocabulary will not facilitate long term memory of words. Students must work with the words to first memorize them, and then work to use them in context. Once the word is used in context and the student has made a personal connection with its use, the chances of reproducing that word in the future are much higher.



This lesson plan provides some fun, interactive activities to help introduce the new vocabulary. Games are fun for all ages, and can be very effective in keeping student attention.



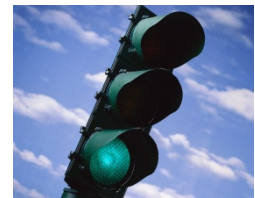
### Yes? No! Stop? Go!



They say opposites attract, well they do in this game for sure! Students may not always think of pairs of opposites, but we use them often in daily conversation as we ask about likes/dislikes as well as compare people or things. Recognizing and knowing how to

pair opposites can be extremely helpful in daily conversations.

Before playing the game, review opposites with the group. Show one of the opposite pair cards, and see if the group can come up with its opposite. Be sure to clarify what opposites are and their daily uses. After all opposite pairs have been reviewed, it is time to put that knowledge to the test!



Using the opposites playing cards provided, have students play the basic game of matching or concentration. Have all cards laid out on the table upside down so the words cannot be seen.

Students flip over one card, and then try to find the opposite by flipping over another card. They can only flip over two cards each turn. If they find the correct opposite, they get that opposite pair. If not, remind them to remember which cards were where so they can then choose the correct opposite for the card they choose next. (Encourage them to pay attention to the cards others flip over too! Don't move the cards when others are collected as it will create more confusion. Or, you could move them, to make students concentrate even harder.)

Note: For more advanced students, ask that they state a sentence using the word on the card they flipped over, and include the opposite as well. (i.e. "A rock is hard but a pillow is soft."). This contextualizes the new vocabulary and helps assign applicable meaning to the word.

The person with the most pairs at the end wins!

## Where'd the Monkey Go?



This activity can be played with many different vocabulary words, but works especially well for animals, birds, and insects. After reviewing the different types of animals, birds and insects using photos of each to help students determine the differences and relate the word to the actual object, Choose 3-4 of the different photos. Place them on the board or somewhere in front of the class. Have everyone take a good look at the photos, close their eyes, and then remove one of the photos from the board. Have them open their eyes and the first person to correctly state which animal is missing gets to choose the next photos to use as well as which to take away. This lets students work with vocabulary as well as work with memory skills.

Variation: One of these things is not like the other! If you have students who want to work on recognizing the written words, you can write three words on the board. Choose two that are from the same category and have something in common and one word that is different). Have students work to figure out which is not like the others and circle it. This not only works with word recognition, but requires students to problem solve to see what two of the words have in common.

## How Shall We Get There?

There are many ways transportation vocabulary can be demonstrated and worked with in the classroom. The more interactive the better, so in this activity students must be creative and find ways to SHOW transportation. Assign each student one of the transportation vocabulary words from p. 43 and tell them they must find a way to demonstrate that type of transportation. Everyone will have a different word. Once everyone says they know what they will do, count to three, and everyone must act out their transportation word. They can work together where appropriate (tow truck pulling a car) but all should together make a scene of the different types of transportation.



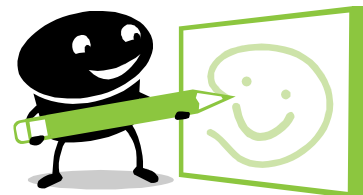
After, discuss which word each student had, and practice phrases related to that mode of transportation.



- I need to go to the airport to take an aircraft to Florida.
- I ride my bike instead of drive my car.
- The subway is like a train that runs underground.
- I use a truck, tractor and dump truck on the farm.

## Back to the Classics

A great vocabulary review and practice game is one that seems to always be a hit with students of all ages. Pictionary! Simply begin the game by drawing a picture of one of the words from the lists, and see how long it takes for students to guess which it is. Be sure they try to say the word in English. The first person to guess it correctly gets to be the next to choose and draw a word. Never underestimate the motivating power of a drawing and guessing game.



Hangman can also be a hit with all age groups. This helps with letter practice as well. A list of the English alphabet as well as how to say each word can be found on p. 2 of *Ingles in Minutos* and may help students as they guess letters to find the word you choose. Having students select the words and run the game helps as well. They have to listen for and recognize the different letter names as well as the entire word while the class guesses.

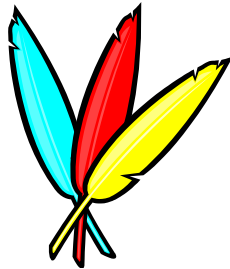
**Wide**



**Narrow**



**Light**



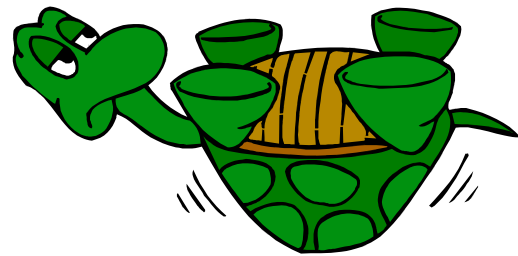
**Heavy**



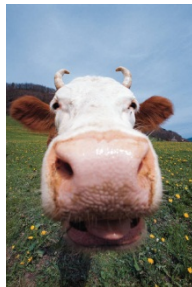
**Fast**



**Slow**



**Near**



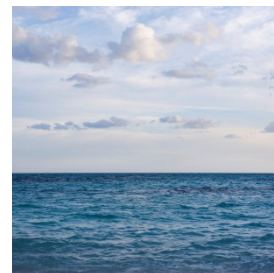
**Far**



**A little**



**A lot**



**Quiet**



**Noisy**



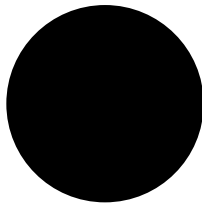
**Always**



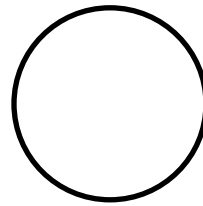
**Never**



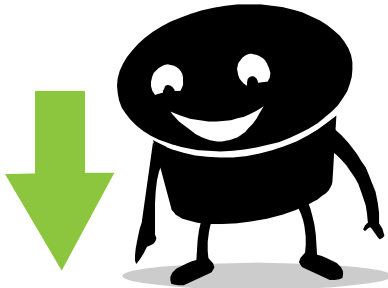
**Black**



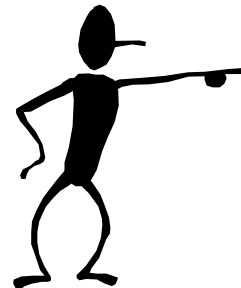
**White**



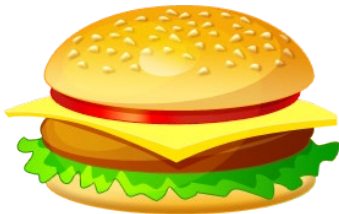
**Here**



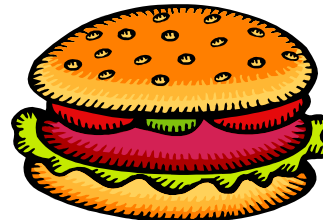
**There**



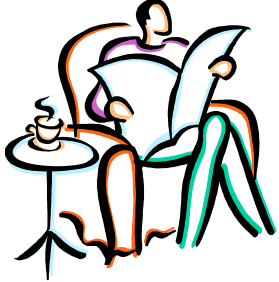
**With**



**Without**



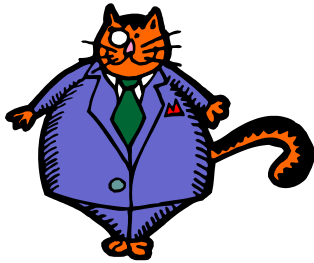
**Easy**



**Difficult**



**Fat**



**Skinny**



**About**



**Exactly**



**Every**



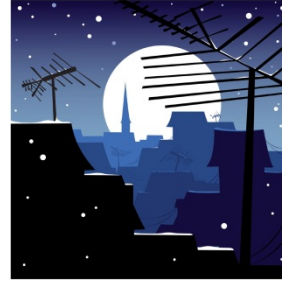
**Some**



**Light**



**Dark**



**Wet**



**Dry**



**Cheap**



**Expensive**



**Now**

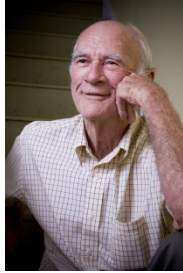


**Later**





**Old**



**Young**



**Soft**



**Hard**



**Before**



**After**



**Thin**

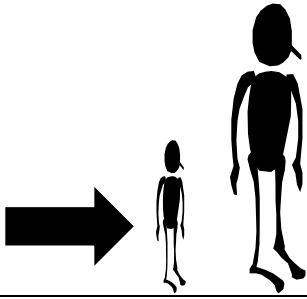


**Thick**

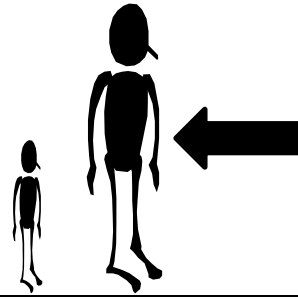




**Short**



**Tall**



**Boring**



**Interesting**



**Wrong**



**Right/Correct**



**Ugly**



**Beautiful**



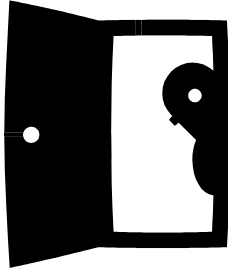
**Old**



**New**



**Opened**



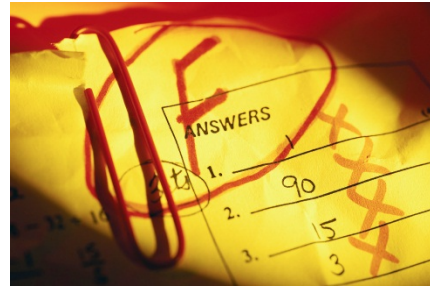
**Closed**



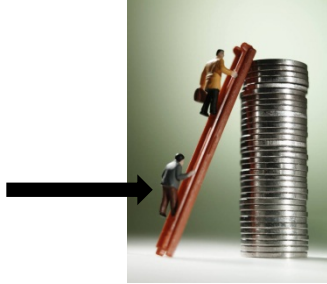
**Better**



**Worse**



**Low**



**High**



**Large**



**Small**



**Good**



**Bad**



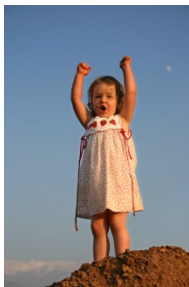
**Up**



**Down**



**Well**



**Sick**



**Early**



**Late**



**Dirty**



**Clean**



**Cold**



**Hot**



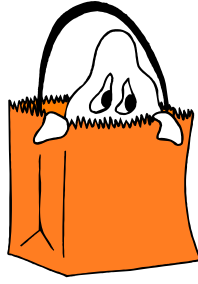
**Between**



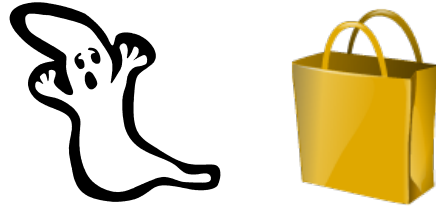
**Across from**



**Inside**



**Outside**



**Empty**



**Full**



**End**



**Beginning**



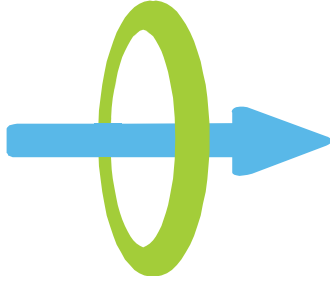
**Occupied/Busy**



**Free**



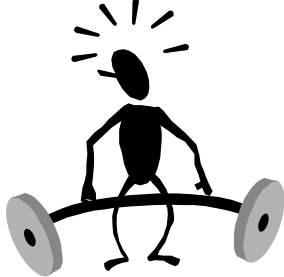
**Through**



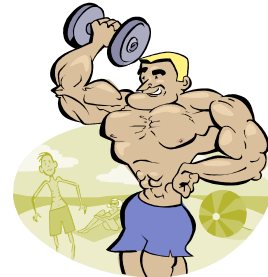
**Around**



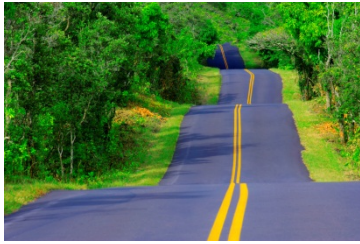
**Weak**



**Strong**



**Bumpy**



**Flat**



**In front of**



**Behind**





**Sickly**



**Healthy**



**Onto**



**Into**



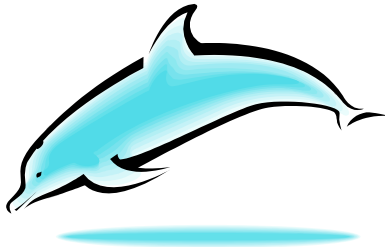
**Often**



**Rarely**



**Above**



**Below**



In



Out





## Lesson Plan: Common Questions

### Preguntas Frecuentes

*This lesson corresponds with pages 19-21 and 28-34 of Ingles in Minutos: Book 1*

Questions are an aspect of almost every part of the day. We ask what time it is, what's for dinner, where the restroom is, how much longer will we be in class. We are always wanting to know something, and one of the most common ways of finding out is asking questions! Learning to ask those common questions is a great tool for students as they begin the language learning process, and knowing better how to ask them will aid them in their daily lives. It doesn't hurt to know when someone is asking you a question either so you know when and how to respond!

This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.



- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students comprehension of the meaning of new words and ideas.

Introduce this lesson by moving around the classroom asking questions. Be sure to keep your inflection (rising/falling in voice pitch) in line with the type of question you are asking.

(Phonological processing). This will give students an idea of what is to come as well as give you an idea of what level of question recognition they are at. If you are already aware of the overall proficiency level of your students, you can adapt the questions you ask to their level (either less or

more difficult). You may choose to select examples from the book or ask simpler questions students may have more experience with. Make note of who responds and responds correctly.



After making your rounds, return to addressing the entire class, and ask what you had been doing. Work with their answers to guide toward the word "question." Write a big question mark on the board or on a poster to have in the front of the room.

## Think Fast!

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Divide the class into groups or pairs. Remember to be intentional in your pairing or grouping. Depending on your level of students, it may be best to pair advanced with beginners for this activity, or it may be best to have students at the same levels together so they all must participate to accomplish the goal.

Tell students they have one minute (be sure and time it!) to come up with as many words they can think of that have to do with questions. Do not limit them in any way. It can be any word that comes to mind. You may be surprised at the words they come up with! The hope is that among the members of the class most of the “question words” (who, what, when, where, how, and why) will come up. If students are at lower levels, it may be best for them to make their lists in Spanish. This will lead to a teachable moment in which you can show the equivalents to each and show how they are used in a similar manner. (Schema activation).

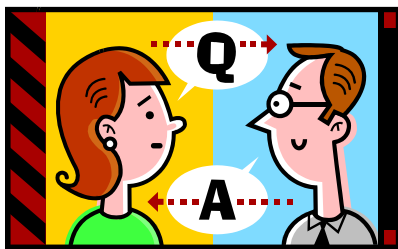
Once the minute limit is up, have students tell you the words they came up with so you can write them on the board, or allow them to write them on the board if they are comfortable. Tell them to write ALL the words, whether someone else has already written it on the board or not.

Once all the words are listed, ask the group if they see any that are in common among the lists. Point out the words that may signify a question and discuss some examples of them with the group. Don't be afraid to give the explanation in Spanish as well. At time this helps students relate it to what they are familiar with and remember it better. Be sure they can recognize these key words because when doing the following activity it will be necessary for determining who has the question cards and who has the answer cards.



## Who's Got the Questions? Who's got the Answers?

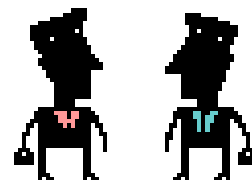
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This activity will allow students to interact using questions, having to identify them and figure out if they have the right answer. Print and cut out the question and answer cards which contain questions from Ingles in Minutos p. 19-21.

Hand out question cards to half of the class and answer cards to the other half (remember to only hand out the answers to the questions you have also distributed). Tell students they are to ask their questions to those who have the answers, until they find the person who they believe has the best answer for their question. Reversely, those who have answer cards must find the person who has the question card that matches their answer. As the students begin to pair up with questions and answers, it will become clear to those remaining if the pairs already formed are correct or not, especially if they seem to not be able to find the answer to their question card.

This activity allows students to practice pronunciation and comprehension as they must identify who is asking the question and who has an answer, as well as figuring out if the answer relates to the question.



Optional: You can always change the questions and answers used in order to better orient the exercise to the needs and areas of interest of your students.

## What were those question words again?



Remember those words we left on the board? Refer back to these words with the class, reviewing what each signifies and how it is used in questions. Now, let's do some syntactical processing!

Syntactical processing is a key component of language learning as it helps students to recognize appropriate words. As stated above, fill in the blank activities with a word bank are great for developing syntactical processing. Using the worksheet provided, have students fill in the correct question word for each sentences, using the answer as a reference to help determine which word fits best.

## Question Chain

After students have worked with the different questions and question words, end with a review by playing a circular game. Have students sit in a circle, with the teacher in the circle as well. Ask a student to the side of you a question (it can be any question they have worked with during the class, or one they may already be familiar with). The student must answer that question, then turn to the person next to them and ask the same question. The person next to them should give their own answer to the question, turn to the next person and ask them the question. Do this until it has gone all the way around the circle. Begin another round by asking another question to a student next to you.

This activity gives a lot of repetition as the group hears the question several times as well as possible answers. Students also are able to practice phonological processing as they listen to the question being asked, recognizing how the question is phrased.

## Are You Up for a Challenge?

Pages 28-34 list many common phrases and questions that are used in daily conversations.

Challenge students to look through the phrases in groups, relying on the Spanish when necessary, to create conversations from the phrases and questions. If they need to write it in Spanish first that is perfectly fine and will help them to understand the relationship between the two languages.

Encourage them to make as many conversations as possible. This can be an in class activity in groups or modified as an optional homework assignment that can be addressed the next week and

revised in groups. Encourage them to create conversations they think they will use in their own daily lives as that will make the learning more applicable to them.

Be sure you model the activity for the students so they are aware of how to create the conversations. Act out how you would create a conversation by thinking aloud. First think of the phrase in Spanish, finding it in the list, and finding a correct reply in Spanish. Write those on the board and then write the English equivalent next to it and practice the pronunciation. Then have students make suggestions for what phrase could follow the last one you wrote on the board, answering any questions along the way.

**How far is the grocery store?**

**About 3 miles down this road.**

**What is your name?**

**My name is (your name here).**

**Where can I wire money  
home?**

**There is a money center in  
Walmart.**

**What is your phone number?**

**555-555-5555**

**How is my child doing in  
school?**

**She is a little behind in  
reading, but she is doing great  
in math.**

**When can I get my car back?**

**It will be ready tomorrow at  
4:30 P.M.**

**How do I get there?**

**Turn right at the first light,  
then it will be on the left.**

**How much will it cost?**

**Your total will be \$54.78.**

**Do you think he will hire me?**

**He will hire you if you are a  
hard worker.**

**How much do you get paid?**

**I make \$7.50 per hour.**

**How much will you pay me?**

**Minimum wage.**

**Where is the grocery store?**

**On the corner of 8<sup>th</sup> Street  
and 5<sup>th</sup> Street.**

**Where are the restrooms?**

**In the back of the building in  
the left corner.**

**Where can I find a job?**

**Look for signs that say “now  
hiring.”**

**Where do you want to eat?**

**I am craving Chinese.**

**Can you help me with that?**

**Sure, let's go do it!**

**Do you speak Spanish?**

**No, I only speak English.**

**Do you like that?**

**No, I don't like it.**

**Do you like me?**

**Yes, I like you.**

**Where is the high school?**

**Behind the middle school.**



**Where do you live?**

**I live behind the gas station.**

**Can you help me?**

**Yes, what do you need?**

**Can I have that?**

**Sure, I am not using it right  
now.**

**What is wrong with my car?**

**The breaks are worn down.**

**What is wrong with my son?**

**He has an ear infection.**

**What do you want me to do?**

**Move those boxes to the  
other building.**

**Will you go out with me?**

**Sure, how does Friday night  
sound?**



## Wait, *What* Question Word?



Using the word bank provided, fill in the appropriate question word for each question.

What

Where

When

How

Do

Can

Why

### Question:

- \_\_\_\_\_ can I wire money home?
- \_\_\_\_\_ is your name?
- \_\_\_\_\_ can I get my car back?
- \_\_\_\_\_ much will it cost?
- \_\_\_\_\_ long do you want me to work?
- \_\_\_\_\_ is your phone number?
- \_\_\_\_\_ is the high school?
- \_\_\_\_\_ you help me?
- \_\_\_\_\_ are the restrooms?
- \_\_\_\_\_ you speak Spanish?
- \_\_\_\_\_ are you selling your car?
- \_\_\_\_\_ do I get there?
- \_\_\_\_\_ do you want me to do?
- \_\_\_\_\_ I work for you?
- \_\_\_\_\_ much will you pay me?

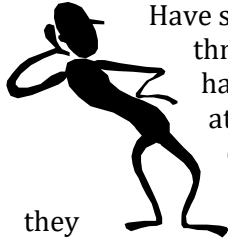
### Answer:

- At the walmart.
- Frank Jones.
- Tomorrow Morning.
- 37 dollars.
- 8 hours.
- 555-555-5555
- On the north side of town.
- Sure, what do you need?
- In the back of the store.
- No, I only speak English.
- Because it is old.
- Follow this highway and it will be on the right.
- Mow the grass.
- Sure, I need extra help.
- 9 dollars an hour.

are no people in the second group” is a sufficient explanation.

Remind students that the tone can vary as well, and model a few along with some body language that can signify a command (pointing in a direction, modeling the command being stated, etc.).

## Have You Heard?



Have students work in pairs to fill in the brainstorming worksheet. Have them think of three different places they have heard commands used and at least one example they have heard. These places could be in the home, at work, asking for an item’s location at the grocery store, at school, etc. This will give them a better idea of the concept of commands, see how and where they are useful, and base it on their previous knowledge (schema activation). See if any of the words used in the commands they have heard were the same. There are many common words used in commands (go, put, don’t, lift, carry, take) and recognizing and understanding this key vocabulary will help them to identify and use commands in situations outside the classroom.

Note: If you have a variety of language levels in your class, it may be beneficial to pair more advanced students with beginners for this exercise. Beginning students may be able to identify key words they have heard, but mostly will know the command in Spanish while the more advanced can translate it to the English. Similarly, if you have a group of all beginners, you may allow them to write the commands in Spanish, filling in the English words they know where appropriate, and then translating them either as a class or with each pair to show them the structure in English.

## Encore! Encore!

In this activity students will become familiar with many commands that are commonly used in work and daily life, their wording and how to follow the command given.

This game is a variation of the classic guessing game Charades in which a group of people must act out the command they select. Divide the class into different groups. Depending on the number of students you have the number of groups may be large or small, but about 3-4 students in a group should be a good number. Have each group select command card with a command written on it (Cards are provided and commands from the book are written on them and then students can use the list from the book as a “phrase bank” when guessing which command is being acted out. For more advanced students, add in new commands you think they would benefit from working on, and write them on the blank command cards). Begin with simple commands (open the door, go to the front of the room, etc.) to warm up. The group TOGETHER must read and figure out what the command is telling them to do, and then do it. As they feel comfortable with the more simple commands, begin to give them more complex commands like they may hear while working our out and about.



The other groups must watch as the group in the spotlight acts it out, trying to guess what the command is. Those acting it out must listen closely to the guess of the others in order to recognize when one states the command they chose (phonological processing). They also must process what the others are guessing to see if they should change their performance to better help them guess.

## Do as I Say, Not as I Do!

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Begin by explaining that you will give the group a command, and they must do what you say (try to recycle commands used in previous activities to help drill those phrases, and then add in new commands using similar phrasing and words). Tell them to pay close attention, because soon they will be in charge, and can tell their classmates AND you what to do when it is their turn. Once you have done a few examples, ask for a volunteer. Have them give the group commands. They can be abstract commands students will have to “pretend” if they cannot actually “dig a hole” or “feed the cows,” but assure them they can be as creative as they want, as long as they follow the command form.

Put that above the other box.

Lift the hay bale down to the ground.

Go across the river.

Bring it after you have eaten.

Lay the rake against the barn.

You are to be ahead of Manuel.

Please come along with me.

Walk around the truck.

Travel as far as you can.

Go to the back of the barn.

Go before us and check the  
ground.

Find the worms below the rock.

Sit beside me.

Scrape the dirt off the bottom of  
your shoe.

Please sit down.

Bring the cows, except for that  
one.

Come from town to my place.

Get in Jose's truck.

Find the hammer inside the shed.

Instead of doing that, do this.

Go into town and buy us lunch.

Don't get near the bull.

Take some time off.

Turn the light on.



Go on out there and get the post.

Take the heifer outside the pen.

Push the wheelbarrow over the  
hill.

Rather than feeding the chickens,  
feed the goats.

Walk past there.

Go through the tunnel.

You work together with them.

Try to work towards getting  
done.

Lay the plastic underneath the  
hay.

Climb up the ladder to the loft.

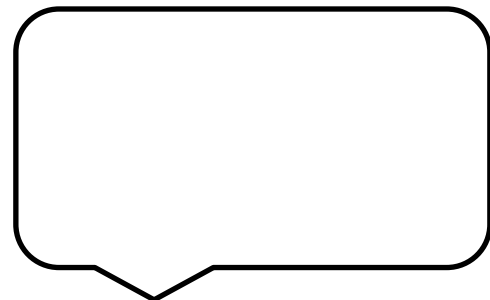
Send the mail via Juan.

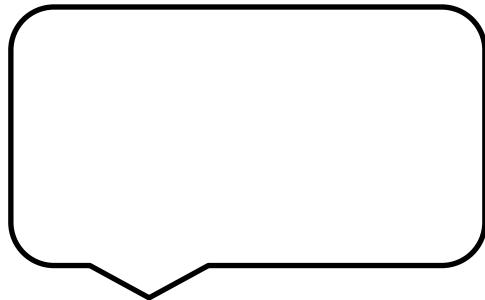
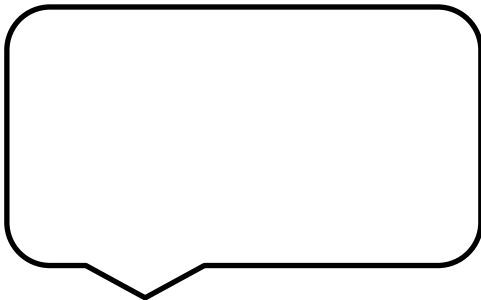
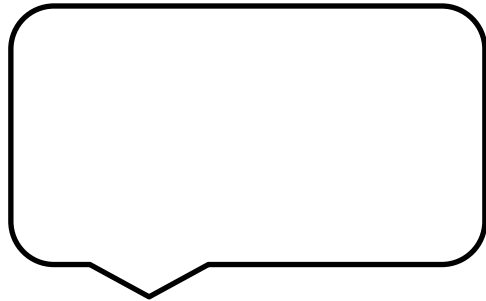
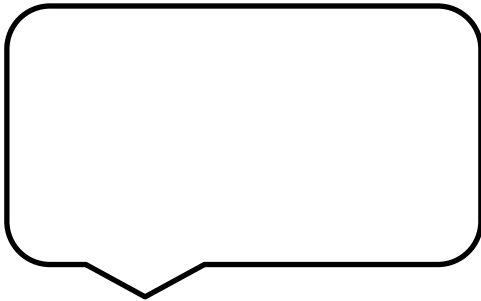
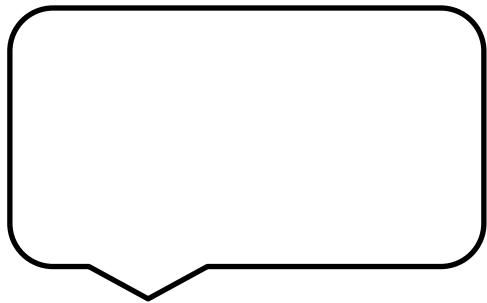
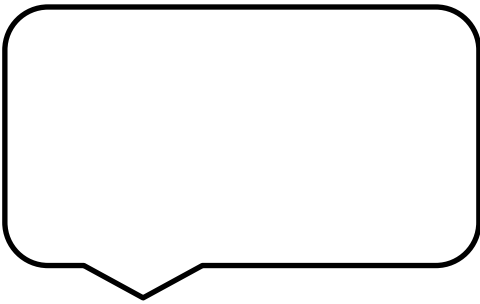
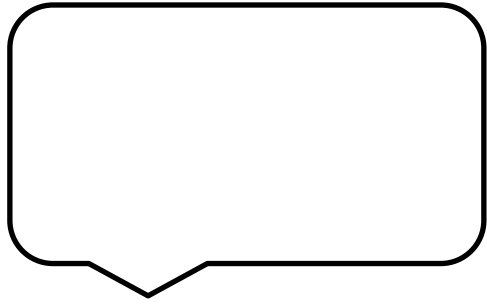
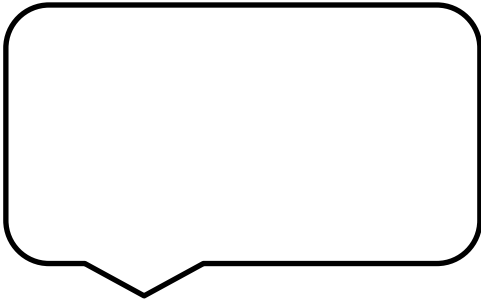
Drive with him to town.

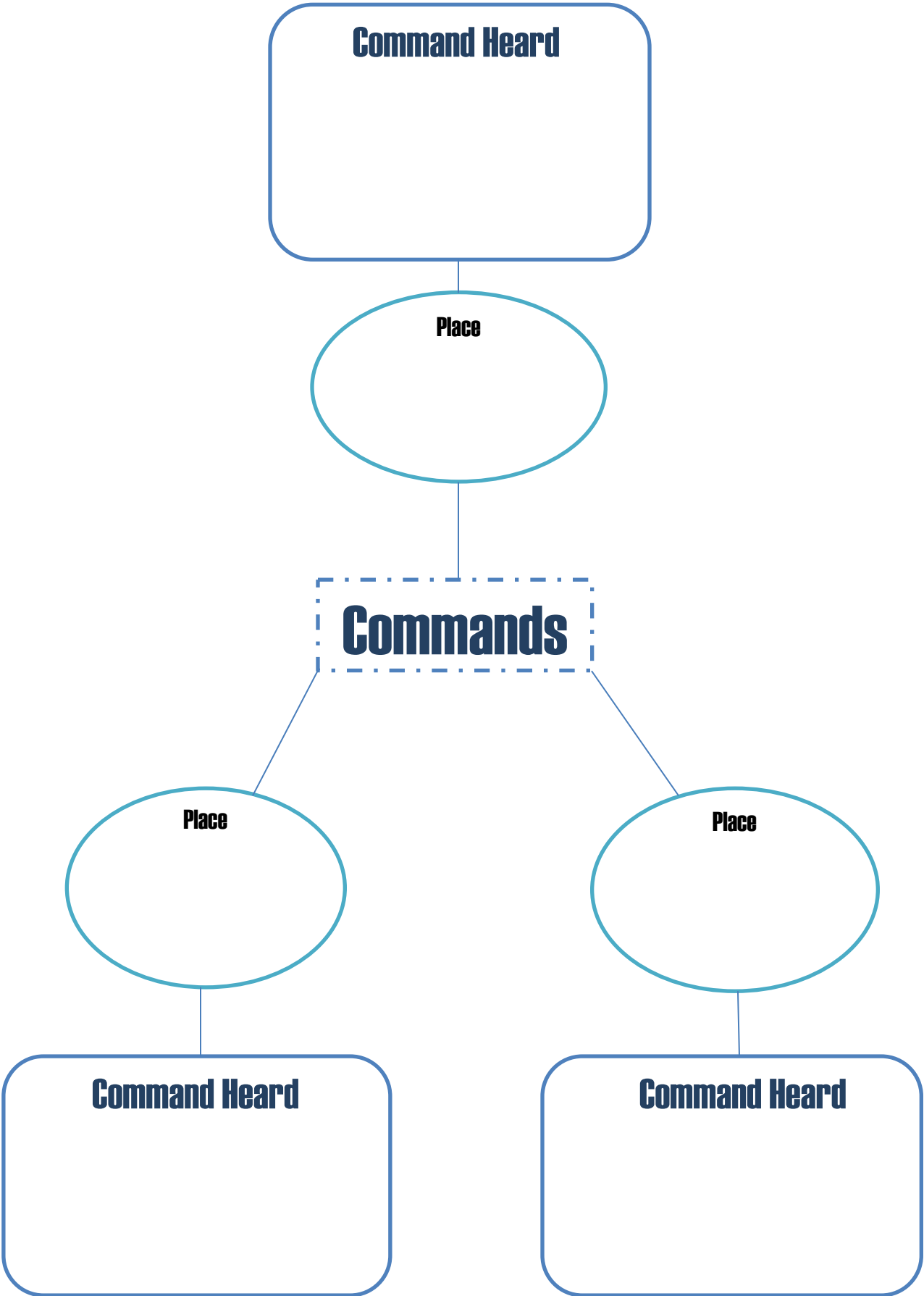
Please work within this area.

Make sure we are not without  
water.

See how much the goat is worth.







## Lesson Plan: Visiting the Doctor

### Visitando al Doctor

*This lesson corresponds with pages 10-25 of Ingles en Minutos: Book 2*

Whether going to see a dentist, a health department, or a doctor, once there everyone must discuss the reason for the appointment and there are some words and phrases that are always useful.

The following is a sample lesson that employs activities to develop the four key reading skills (*phonological processing, vocabulary development, syntactical processing, schema activation*): The purpose of these materials is to get the students to practice the kinds of discussion that happen during a doctor's appointment and communicating in English.



- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students comprehension of the meaning of new words and ideas.

### What Do We Know?

Write key vocabulary words chosen from pages 10-25 on the board (or overhead, etc) and based on the words, ask the students to try and determine the focus of the lesson. This allows you to see if your students have any frame of reference for the topic.

And/Or: Introduce the topic by reading a picture book about doctors, ex. *Deep Sea Doctor Dean* by Leo Timmers. As you read the chosen book with the class, "think out loud," stopping at appropriate points to articulate your thinking as a model for students, make connections with personal experiences, and other books you might have read with the class. It is important during modeling to continually come back to the text and not allow personal experiences to divert the group from understanding the story.

After reading, ask students to share their own experiences, hunches, and ideas about visiting the doctor and have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp it as their own.

Discuss the following healthcare choices and what they are capable of with your students. Discuss when and why they might choose to use each one and what each one might require.

#### A Balanced Lesson

Try to make sure that your lesson includes activities that have students have an opportunity to speak, read, write, and listen.

Pay attention to what activities students prefer the most.

Replicate those activities in future lesson.

- Local Walk-in Clinic
- County Health Department
- Hospital Emergency Room
- Doctor's Office

Give several scenarios and have students choose which place, or places, they would go and describe why they would make that choice. Ex:

- It is a weekend and your child has a 104 degree fever.
- Your daughter needs a sports physical before she can play volleyball.
- You can't stop sneezing and you think it might be because of allergies.
- Your husband breaks his arm and it's the weekend.
- The school says your child needs a vaccination in order to go to Kindergarten.
- You have a long and deep cut that won't stop bleeding and you're feeling dizzy.
- You have had a fever and chills for 3 to 4 days.
- Your wife says she is having the baby, right now!

Review: Body Parts and Symptoms from pages 1-10 of Ingles en Minutos Book 2. Draw a picture of a person on the board and review various body parts. Have volunteers come to the board and write a sentence using each word related to an injury, illness, or other reason to visit the doctor related to that body part. Correct the sentences, letting the class help identify any errors. For example, "I have a rash on my arm." If this exercise is too complicated, be prepared with flash cards to go over key vocabulary words.

Another option for review would be to divide the class into groups and have them work to draw and label a body with all of the appropriate vocabulary. The challenge would be to see who could do the fastest as well as the most accurate. For advanced students do not provide a word bank. For intermediate you could provide a word bank after a few minutes. For beginning level students make sure to provide a word bank and a dictionary as needed.

### Acting it out: Checking In

Talk with your students about what to expect when they first get to the doctor's office. Explain how to check in. Typically, one goes to the Check-In Desk in a large office, health department, or hospital. In a small office, one will usually check in with the doctor's receptionist. Try to make the critical points that a patient must always use the same form of his/her name when making/keeping appointments. Medical records and insurance claims appear to be for different people if the name varies. Another critical point: Be on time! Patients are sometimes asked to come 15 minutes before their appointment time, they ask you to come early so you can get through the check-in process and fill out the paperwork.

Have learners practice the scripted dialogue for going to a doctor's office. ("I need to check in." "What is your name?") first as a whole group. Ask class members as they listen to identify, based on the dialog, the information they will need to give when they arrive at an appointment. Add one more item to the list the class makes: *Bring to the appointment a list of any medicine or vitamins that you are taking.* The doctor will need to know.

Model the conversation in the handout and have the class ask questions about anything that they do not understand. Then the dialogue may be acted out by volunteers, and finally as pairs, where learners substitute other check-in related vocabulary (*vocabulary development*).

## Acting it out: Patient & Doctor

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Materials:

- Patient Ailment Cards & Doctor Symptom Diagnosis Sheets
- Patient & Doctor Dialogue Pages

Instructions:

Divide the class into two groups, Patients and Doctors, which will switch roles later.

Patients will receive three symptoms cards.

Doctors will receive a Symptom Diagnosis Sheet

Patients must get a first and second opinion for each symptom card by going to two doctors separately, describe their symptoms to each, get a prescription, and get some advice from each. Doctors will listen to symptoms, ask a few questions and then prescribe medicine and give some advice.

Note: Neither the symptoms or the advice is designed to be taken as medically accurate. This activity is provided for students to get practice conversing in English in a doctor setting and increase familiarity with common terms.

## Listen Up!: Eavesdropping in English

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If you were in a real doctor's office with three people (and were a curious type with or without a book to help pass the time) what might you do? Most people might try to guess the relationship between the three people, guess how they feel about each other based on their body language, and so on. They might then test their theories by eavesdropping on their conversation. The topic and some details might confirm or invalidate any guesses about the people's relationship.

So why not have your students do exactly what they would do in real life in class? By having students think about why we listen in real life, students have a real reason to listen and a motivation to become engaged in the activities and practice important listening skills in a realistic and engaging way.

The best way to set this up is to make a recording of yourself, in a conversation, with several other people. Give each of you roles of people (ex. two men and one woman, or one is an elderly woman or man and the other two are angry-looking teenagers) sitting in the waiting room of a doctor's office. You all know each other, but how you know each other is up to you. The subject and context of the conversation is also up to you, the only limits are imagination and the level of the students participating in the class activity at (be sure to adapt the conversation accordingly).

Option: Assign one person the role of "interrupter" (not playing a main character in the conversation, just interrupting it from time to time for additional language practice).

In class:

1. Start by building the situation. Tell students they are in a doctor's office with three other people and show them the seating arrangements of the three – either arrange volunteers or use a diagram on the board for this. Now have them predict, based just on the seating arrangement, the relationship of the people in the conversation, as this might be the first thing you do, even subconsciously, when you enter a doctor's office.
2. Now build it up some more. Tell students that two of the people are men and one is a woman, or one is an elderly gentleman and the other two are angry-looking teenagers, or whatever your imagination came up with for your recording. Now have them predict the relationship again and start to think about why they might be in a doctor's office together and what they might be talking about.
3. Only now, not before time, it's time to play the recording for the first time and have the

students test their predictions. (Option: Add an extra step before this – when making the recording start it with a shout, or one of the characters crying, and play just the start of the recording the first time, having them modify their predictions based on what they hear.)

4. The students are still listening for the topic of the conversation at this point, as with the non-interactive version, but this time they have a personal reason for listening beyond just “to answer the questions”. Once they’ve tested their predictions of the relationship and topic of conversation, have them pick out some of the details, or the outcome of the conversation. Here they continue to have a reason to listen because they have made judgments about how they expect the conversation to progress based on what they know about the people, so they are, out of natural curiosity, interested to know if these judgments turn out to be correct.
5. Follow up this exercise, by using the text for some language work, picking out language used by one of the people to interrupt, for example, if the recording was made in this way.

### Follow-up:

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Have students end the lesson with a high-spirited review. First, have the students individually make lists of all the words they can remember from the lesson. They shouldn't write the definitions or translations of the words, but the English target vocabulary (this could be modified to have students use their native language to respond to provide the definition in their native language of the word pronounced in English), alone, on one side of a page. Next, put the students in pairs; within these pairs, the students must use the lists to elicit the words from their partners. They can provide definitions or explanations, so long as they only speak in English, this rule may be modified for different levels. For example, for a target word "medicine," a student might say "something that kills germs," "something that a doctor gives you," "something that comes in a bottle."

If concerned about shy students or overpowering students in a group, assign each student certain key points to discuss. Alternatively, you could establish a turn taking system (such as a 2 minute limit per person). Use a prop such as a bell or turn on and off some music.

### Post-Lesson Activity:

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For homework, have learners fill out a chart listing their problem, symptoms and degree of pain (how much pain) to take with them on their next doctor's visit along with a list of all the medications and vitamins they take (*vocabulary development; schema activation*).



## Practicing Checking In: Patient Role

- Patient:** Hello. My name is \_\_\_\_\_. I have a three o'clock appointment with Dr. Foster.
- Patient:** [*Spell name*]
- Patient:** [*Give address.*]
- Patient:** [*Give telephone number.*]
- Patient:** [*Agree or correct the telephone number.*]
- Patient:** Here it is. [*Give card to receptionist.*]
- Patient:** O.K.
- Patient:** Thank you.
- Patient:** [*Sign form. Return paper.*] Is there anything else?



## Practicing Checking In: Receptionist Role

- Receptionist:** Repeat's patient's name. Would you spell that, please?
- Receptionist:** What is your address?
- Receptionist:** What is your telephone number?
- Receptionist:** That is [*repeat telephone number.*]
- Receptionist:** May I see your insurance card, please?
- Receptionist:** I'll be right back. I have to copy this for your records.
- Receptionist:** Here's your card. [*Give card back.*]
- Receptionist:** [*Give forms to patient and show the places to sign.*] You need to fill out all the information you can sign here. That gives us permission to treat you. Also, sign here to give us permission to file for your insurance.
- Receptionist:** No. Have a seat over there. The nurse will call you when the doctor is ready.



## Patient Sheet

You are a patient. You are at your doctor's office and need to tell them about your condition. Write down your doctor's recommendations in the table below. For each problem or set of symptoms you should 'get a second opinion'. Visit two doctors for each problem.

Doctor's Name	Symptoms	Prescription	Directions	Advice

### Sample Conversation

Doctor: Hi. Come on in and have a seat. Now what seems to be the problem?

**Patient: I have [symptoms or problem] \_\_\_\_\_**

Doctor: How long have you had these symptoms?

**Patient: It's been about [length of time]: \_\_\_\_\_**

Doctor: Are you taking anything for it?

**Patient: I \_\_\_\_\_ it but it doesn't seem to be helping.**

Doctor: I see. Have you had this problem before?

**Patient: Yes [when] \_\_\_\_\_ [or] No, I've never had this before.**

Doctor: Are you allergic to any medications?

**Patient: Not that I know of. [or] Yes, [name of medicine] \_\_\_\_\_**

Doctor: I'm going to give you a prescription for some [type of medicine] \_\_\_\_\_. I want you to [directions] \_\_\_\_\_. You should also [advice] \_\_\_\_\_.

And it's important to [advice] \_\_\_\_\_. Make an appointment to see me next week if it doesn't get better over the next few days.



## Doctor Sheet

You are a doctor and patients are going to come into your office. Ask them about their condition, prescribe some medicine, and give them some advice using the Symptom Diagnosis Sheet.

Name	Symptoms	Duration	Prior Medications	Allergic to Medication? Y/N

### Sample Conversation

**Doctor: Hi. Come on in and have a seat. Now what seems to be the problem?**

Patient: I have [*symptoms or problem*] \_\_\_\_\_

**Doctor: How long have you had these symptoms?**

Patient: It's been about [*length of time*]: \_\_\_\_\_

**Doctor: Are you taking anything for it?**

Patient: I \_\_\_\_\_, but it doesn't seem to be helping.

**Doctor: I see. Have you had this problem before?**

Patient: Yes [*when*]\_\_\_\_\_ [or]No, I've never had this before.

**Doctor: Are you allergic to any medications?**

Patient: Not that I know of. [or] Yes, [*name of medicine*] \_\_\_\_\_

**Doctor: I'm going to give you a prescription for some [*type of medicine*] \_\_\_\_\_. I want you to [*directions*]\_\_\_\_\_. You should also [*advice*]\_\_\_\_\_. And it's important to [*advice*] \_\_\_\_\_. Make an appointment to see me next week if it doesn't get better over the next few days.**



Doctors Appointment

Your appointment for (name) \_\_\_\_\_ is

MON. TUE. WED. THURS. FRI. SAT.

\_\_\_\_\_ Date

\_\_\_\_\_ Time

Doctors Appointment

Your appointment for (name) \_\_\_\_\_ is

MON. TUE. WED. THURS. FRI. SAT.

\_\_\_\_\_ Date

\_\_\_\_\_ Time

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\_\_\_\_\_ Time

Doctors Appointment

Your appointment for (name) \_\_\_\_\_ is

MON. TUE. WED. THURS. FRI. SAT.

\_\_\_\_\_ Date

\_\_\_\_\_ Time

## Doctor Symptom Diagnosis Sheet

**Symptoms:** Pain in their eye.

**Problem:** Eye Infection

**Prescribe:** Antibacterial eye drops. Put in three times daily.

**Extra Advice:** Get lots of rest and drink plenty of fluids.

**Symptom:** A fever and chills and their muscles ache.

**Problem:** Flu

**Prescribe:** Antiviral medication. Take three times daily after meals.

**Extra Advice:** Get lots of rest and drink plenty of fluids

**Symptoms:** A hard time going to the bathroom

**Problem:** Constipation

**Prescribe:** A gentle laxative. Take every morning when you wake up with a glass of water.

**Extra Advice:** Get some gentle exercise, drink water, and eat plenty of fruits and vegetables.

**Symptom:** Throat hurts and it's hard to swallow

**Problem:** Sore throat

**Prescribe:** Some medication  
Take every four hours.

**Extra Advice:** Drink plenty of liquids and drink warm water with honey and lemon.

**Symptoms:** Red patches on arms and legs that itch.

**Problem:** Rash

**Prescribe:** An ointment.  
Apply four times a day.

**Extra Advice:** Avoid scratching your skin, don't cover it up, and use as little harsh soap as possible.

**Symptoms:** Throat burns and you burp a lot after eating

**Problem:** Indigestion

**Prescribe:** Antacid. Take after meals.

**Extra Advice:** Avoid spicy food and don't eat late at night.

**Symptoms:** A bad cut that keeps bleeding.

**Problem:** Cuts and scrapes

**Prescribe:** An antibacterial ointment. Apply three times daily.

**Extra Advice:** Wash carefully with mild soap and keep dirt out of it.

**Symptoms:** Ankle is swollen and they can't walk on it

**Problem:** Sprained ankle

**Prescribe:** Some pain killers  
Take two whenever you have pain. (maximum five times daily)

**Extra Advice:** Keep your foot elevated and keep ice on it for 24 hours.

**Symptoms:** Your heart beats too fast, chest hurts sometimes

**Problem:** High blood pressure

**Prescribe:** Some pills that you need to take before meals, three times daily.

**Extra Advice:** Exercise daily and try to lose some weight. Cut down on salt and alcohol.

## Patient Role Cards

**Symptoms:** Your heart beats too fast, chest hurts sometimes [high blood pressure]

**Duration:** You have had it for 2 months.

**Previous Medication:** You haven't taking any medication for it.

**Symptoms:** You have red patches on your arms and legs that itch. [rash]

**Duration:** You have had it for about four days.

**Previous Medication:** You have put a cream on it.

**Symptoms:** You have pain in your eye. [eye infection]

**Duration:** You have had it for three days.

**Previous Medication:** You have taken some pills that you bought at the drugstore, but they didn't help.

**Symptoms:** You have a fever and chills and your muscles ache [the flu]

**Duration:** Two days.

**Previous Medication:** You took some aspirin.

**Symptoms:** Your ankle is swollen and you can't walk on it [sprained ankle]

**Duration:** You sprained this morning.

**Previous Medication:** You took a painkiller.

**Symptoms:** Your throat hurts and it's hard to swallow [a sore throat]

**Duration:** You have had it for two days.

**Previous Medication:** You have been taking some throat lozenges (throat candies).

**Symptoms:** Your throat burns and you burp a lot after you eat[indigestion]

**Duration:** You have had it for three weeks.

**Previous Medication:** You have been taking some ant-acid but it hasn't helped.

**Symptoms:** You have a hard time going to the bathroom [constipation.]

**Duration:** You have had it for two weeks.

**Previous Medication:** None.

**Symptoms:** You have a bad cut that keeps bleeding.



**Duration:** You cut yourself this morning.

**Previous Medication:** None.

Make a chart listing your problem, symptoms and degree of pain (how much pain) to take with you on your next doctor's visit.

Problem	Symptom(s)	How Much Pain?

Now write a list of all the medications and vitamins you take.

 Medications	 Vitamins

## Lesson Plan: Commands

### Mandatos

This lesson corresponds with pages 22-25 of *Ingles in Minutos: Book 2*



Commands are used every day, especially in the work place. In order to be effective workers, students must be able to understand commands given to them in order to carry them out. The kinds and varieties of commands are immense and usually very task specific, but we have included many that may be seen (or variations of them may be seen) in work or daily lives.

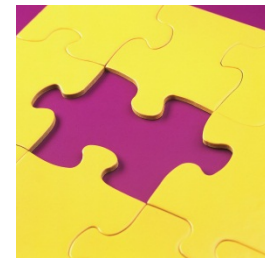
This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students comprehension of the meaning of new words.

There are also suggestions throughout the lesson where accommodations for different language level needs can be made in order to best reach your group of students.

### What's Missing?

Although students may be familiar with the concept of commands, they may not be aware of the term or how they really are different than normal statements. Understanding this difference may help them to recognize when someone is telling them to do something, as well as help them to know how to tell others to do things.



Begin class by showing and saying normal statements versus commands.  
For example:

Martin put that above the other box.  
Ana walks around the truck.

vs.  
vs.

Put that above the other box.  
Walk around the truck.

You can write the phrases on the board or have cue cards with the phrases already written. Just be sure students have access to the written representation. Be sure you say them aloud as well so students can hear the differences. Provide many examples of statements vs. commands for the class. Have them work in groups to see if they find a common difference.

After some discussion they should be able to see that there is usually no subject in the command form. Remember, students may not know the terminology for "subject," so simply stating, "There



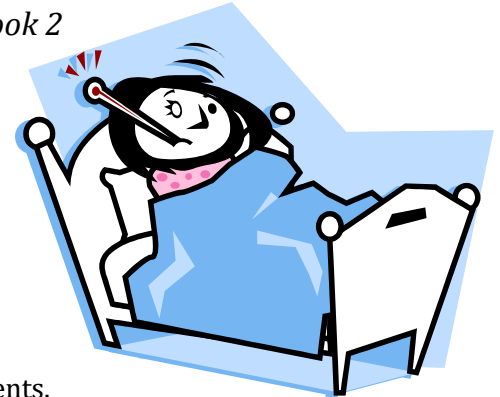
## Lesson Plan: Making an Appointment

### Haciendo Una Cita

*This lesson corresponds with pages 10-21 of *Inglés en Minutos: Book 2**

Whether going to see a dentist, a hairdresser, a lawyer, a doctor, or even a plumber, everyone must first make an appointment and there are some words and phrases that are always useful.

This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.



- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students comprehension of the meaning of new words.

The purpose of these materials is to get the students to practice making an appointment for a doctor's visit and communicating in English.

### What Do We Know?

Introduce the topic by reading a picture book about doctors. Pick a book that is relatively simple with pictures that clearly explain what is happening in the book. ex. *Mother, Mother, I Feel Sick*; *Send for the Doctor, Quick, Quick, Quick* by Burton Supree and Remy Charlip.

After reading, having a class discussion using questions like the following, for beginning students ask the questions in their native language:

- Do doctors usually make house calls anymore?
- If they don't, then how and where do you get to see a doctor?
- How many of you have been to the doctor recently?
- How did you know it was time to go?
- What did you have to do before you could go?
- What can you do to get ready for your doctor's visit?
- What do they ask you?

As a class, using *Inglés en Minutos* books and prior knowledge have learners brainstorm vocabulary needed for making an appointment to go to the doctor (*schema activation*) using the included ABC Brainstorming worksheet.

As a class, or in pairs have students brainstorm a word or phrase that starts with each letter and group appointment related words that begin with similar sounds (*phonological processing*). For example, related to making an appointment they may write things like: "*appointment, antibiotics, and asthma* for a; *bump, burn, back pain*; and *blood-pressure* for b, "*calendar*" for c, "*doctor*" for d, etc.

#### **Gauging Basic Student Levels**

Strategies to Reach Different Students

The key to teaching a successful English Language Class is to teach at the level of all of your students.

Modify what you ask the students in your class to do based on their language level.

Try not to put students on the spot.

Ask for volunteers to come up front in the class or pair students together when working on projects.

Pair a more advanced student with a beginning student.

### Acting it out:

Have learners practice the scripted dialogue for making an appointment ("I need an appointment." "What is wrong?" "I have a cough.") first as a whole group. Model the conversation in the handout and have the class ask questions about anything that they do not understand. Then the dialogue may be acted out by volunteers, and finally as pairs, where learners substitute other appointment related vocabulary (*vocabulary development*). Using toy phones, cell phones, or cut-outs is helpful. Have students refer to the phonetics in English in Minutes with various phrases to help them become more comfortable with pronunciation.

Have listeners and those playing patients fill in an appointment card for each appointment as they listen and participate in the role play. More advanced students will be more comfortable reading phrases to the group. Beginning students or intermediate students can do group reading or can be selected to read specific words in the phrase.

Initially have students practice face-to face, and then back-to-back, spread out the chairs as much as you can so that there is some space between pairs. For each pair, arrange the chairs back to back so that they can't see each other when they talk, or ask students to stand back-to-back while they practice their role-plays (or if possible, use internal office phones in the building, this goes a long way to improving students' skills). These techniques help the students practice their conversation without relying on body language, similar to speaking on the telephone.

### Listen Up!

Learners can create pair dictations of the dialogue (*syntactical processing*) by dictating sentences to their partner. Make enough copies of the activity for the number of pairs in your class.

1. Put students into pairs, facing each other across the room (or if possible, use internal office phones in the building, this goes a long way to improving students' skills.)
2. Hand out the activity. Give Receptionist Role to one student in each pair, and Patient Role to the other.
3. Students dictate their half of the dialogue to their partner across the room (or using the techniques practiced in the other activities), until both have completed it. The first pair to finish (accurately) is the winner. For beginning or intermediate students let them know they can also write in their native language what they think their partner is dictating to check for understanding.

As a group: Use the dialogue to review language for making appointments and phrases. Discuss how it might be different if they were leaving a message.

Note: Teach students, that like the word 'please', adding "if that's possible" or, "if you can" is also a simple and polite way to soften a request – and that probably encourages the receptionist or the person we're booking an appointment with to be even more helpful!

### Follow-up:

After the topic has been taught, in the last few minutes repeat the brainstorming activity. Do students remember more terms? Do students complete the activity more quickly?

To make it more fun, leave the words on the board, and/or allow beginning students to use their ABC brainstorming sheets while playing “Complete the phrase.” for communicative vocabulary practice and speaking. Have students work in teams to play the game.

How to play:

Bring two chairs to the front or center of the class and put them back to back. Split the class into teams. Choose or let students volunteer to come sit back to back. Let them know they can work as a team. They will get more points if the volunteer can answer the question without the help from the team. Should they need the assistance the team can either send someone up to whisper the answer to the team representative or write the answer on a paper to be passed to them. Explain any additional rules you would like to add. The students will say words related to making a doctor appointment or complete sentences or phrases that are important to use during a visit to the doctor.

A few additional rules are:

- When the teacher raises their hand over a student’s head s/he has to say a word.
- When one student says a word the other student cannot say it.
- Students cannot say a word twice in one sitting of the game.
- Students cannot wait for more than 4 seconds before saying a word unless they would like to ask for help from their team.
- Shorten the time as you advance in the game.
- Every time anyone of the above rules is violated the student gets a tap on his or her head and is out of the game.
- Then replace the student with another student and continue with the game. The team that has the most players remaining when the time runs out wins.

# ABC BRAINSTORMING

Student: \_\_\_\_\_

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

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>XYZ</b>

## Practicing Making Appointments: Receptionist Role

**Receptionist:** Good morning, Doctor Foster's office. How may I help you?

**Receptionist:** Have you been in to see Doctor Foster before?

**Receptionist:** Thank you Ms. Sanchez, what seems to be the problem?

**Receptionist:** When would you be available to come in to see Doctor Foster?

**Receptionist:** Let me check, can you hold on a moment?

*A few seconds later...*

**Receptionist:** We don't have any openings today, how about next Monday? There's an appointment available at ten in the morning.

**Receptionist:** Let me see. Not on Monday, but we have a three o'clock opening next Wednesday. Would you be able to come in then?

**Receptionist:** Alright, we'll see you at three o'clock next Wednesday.

**Receptionist:** You're welcome. Goodbye.



## Practicing Making Appointments: Patient Role

**Patient:** Hello, this is (*name*) \_\_\_\_\_ I'd like to make an appointment to see Doctor Foster, please.

**Patient:** Yes, I have. I had (*problem*) \_\_\_\_\_ last winter.

**Patient:** I haven't been feeling very well lately. I have (*symptoms*) \_\_\_\_\_.

**Patient:** Any time today would be good.

**Patient:** Of course.

*A few seconds later...*

**Patient:** I'm afraid I'm working at ten. Is there anything available after three?

**Patient:** Thank you for your help.

**Patient:** Goodbye.



## Listen Up! Receptionist Role

Dictate your half of the dialogue to your partner across the room, until both of you have correctly completed it.

**Receptionist:** Good morning, Doctor Foster's office. How may I help you?

**Patient:** .....

**Receptionist:** Have you been in to see Doctor Foster before?

**Patient:** .....

**Receptionist:** Thank you Ms. Sanchez, what seems to be the problem?

**Patient:** .....

**Receptionist:** When would you be available to come in to see Doctor Foster?

**Patient:** .....

**Receptionist:** Let me check, can you hold on a moment?

**Patient:** .....

*A few seconds later...*

**Receptionist:** We don't have any openings today, how about next Monday? There's an appointment available at ten in the morning.

**Patient:** .....

**Receptionist:** Let me see. Not on Monday, but we have a three o'clock opening next Wednesday. Would you be able to come in then?

**Patient:** .....

**Receptionist:** Alright, we'll see you at three o'clock next Wednesday.

**Patient:** .....

**Receptionist:** You're welcome. Goodbye.

**Patient:** .....



## Listen Up!: Patient Role

Dictate your half of the dialogue to your partner across the room, until both of you have correctly completed it.

**Receptionist:** .....

**Patient:** Hello, this is (*name*) \_\_\_\_\_ I'd like to make an appointment to see Doctor Foster, please.

**Receptionist:** .....

**Patient:** Yes, I have. I had (*problem*) \_\_\_\_\_ last winter.

**Receptionist:** .....

**Patient:** I haven't been feeling very well lately. I have (*symptoms*) \_\_\_\_\_.

**Receptionist:** .....

**Patient:** Any time today would be good, if it's possible.

**Receptionist:** .....

**Patient:** Of course.

*A few seconds later...*

**Receptionist:** .....

**Patient:** I'm afraid I'm working at ten. Is there anything available after three?

**Receptionist:** .....

**Patient:** Yes, next Wednesday at three would be great.

**Receptionist:** .....

**Patient:** Thank you for your help.

**Receptionist:** .....

**Patient:** Goodbye.



Doctors Appointment

Your appointment for (name)\_\_\_\_\_ is

MON. TUE. WED. THURS. FRI. SAT.

\_\_\_\_\_ Date

\_\_\_\_\_ Time

Doctors Appointment

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\_\_\_\_\_ Date

\_\_\_\_\_ Time

Doctors Appointment

Your appointment for (name)\_\_\_\_\_ is

MON. TUE. WED. THURS. FRI. SAT.

\_\_\_\_\_ Date

\_\_\_\_\_ Time



## Lesson Plan: Feelings

### Los Sentimientos

*This lesson corresponds with pages 43-45 of Ingles en Minutos: Book 2*

No matter what language they speak, or what they name them, everybody feels emotions. Humans are capable of feeling and displaying a wide spectrum of emotions. Some emotions are so similar that it's amazing we actually look at them as separate emotions (what's the true difference between being "pleased" and "happy"?). The ways in which we display emotions are as numerous as the emotions we feel, but it's always best to be able to communicate exactly what it is you're feeling.



This lesson has been developed to help develop important skills in reading such as *phonological processing*, *vocabulary development*, *syntactical processing*, *schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students' comprehension of the meaning of new words.

The purpose of these materials is to get the students to practice identifying, labeling, noticing, and expressing feelings and emotions while communicating in English.

### What Do We Know?

Write key vocabulary words chosen from pages 43-45 on the board (or overhead, etc) and based on the words, ask the students to try and determine the focus of the lesson. This allows you to see if your students have any frame of reference for the topic.

And/Or: Introduce the topic by reading a picture book about moods. Pick a book that is relatively simple with pictures that clearly explain what is happening in the book. ex. *The Way I Feel* by Janan Cain or *I Feel Orange Today* by Patricia Godwin. One way to scaffold for ESL students who can read in their native language is to provide access to the text in their own language prior to reading in English. Pre-reading in the native language will help ESL students to build the schema that will allow them to better understand the English text.

After reading, having a class discussion using questions like the following, for beginning students ask the questions in their native language.

Encourage your students to share how they are feeling today. Make sure they know that any answer is a good one; the key is to be honest. Also, remember that some students may not be as attuned to their feelings or as

**Quick Tip: Prompting Discussion**  
ESL students are generally eager to use their new language and to discuss what they know and what they understand, but sometimes the discussion goes too fast for them to formulate their thoughts in English. Or they may be worried that they will use the wrong words and so do not speak.

Provide written prompts in a location where the student can easily access them to give ESL students the necessary scaffold to express their thoughts in a group discussion. Discussion prompts might include: I think...; It reminds me of...; I wonder...; I noticed...; I like the part when...." Explicitly teach and model how to use these and other prompts prior to posting them for use during discussions.

willing to express as some students can be, so keep from forcing an answer if all they can say is that they feel fine.

Turn to an emotion in the book, ex. angry, and ask students why they think the entire page is colored red. Ask them if red means angry. Discuss how colors often depict moods. Recite different examples and then brainstorm a variety of ones with students. Are there any phrases or colors used in their native language to describe emotions (*schema activation*)? In English, we are said to go white with shock, red with anger, blue when we're sad, and green when we feel sick or envious. Can students think of any more colors that are related to different feelings? How about purple with fury! How is feeling sunny (yellow) related to happiness?

As a class, using *Inglés en Minutos* books and prior knowledge have learners brainstorm vocabulary related to feelings (*schema activation*).

## What Do We See?

Do we only show emotion with our faces? What other kinds of body language do we use to express our emotions? Ex. what does a shaking fist mean? A wink? A wide smile? Ask students to brainstorm as many actions as they can associated with one feeling, e.g things that people do when they are happy such as "jump" "laugh" and "smile". This can be set up as a race, with their list being checked by another group and the group with most correct words and expressions winning.



In this activity, the teacher first, and then students wear a mask to explore some of the ways that their body can communicate emotion to others.

Materials:

- Comfortable full face masks (please be culturally sensitive in your selection)\*
- Several players or teams

\* A blank mask is included that can be printed on cardstock and altered to express a variety of emotions.

Before putting on the mask, take a moment to notice its character. Discuss with your students, does this mask suggest a particular emotion or feeling, such as happiness or sadness? Does it seem to be laughing or crying? Is it friendly, ominous, suspicious? Ask students about the movements and positions that might go with such emotions.

Now put the mask on. Ask students watch you as you move as described below, among others, and identify, in English, what emotions your movements suggest.

- Experiment with shifting your chest in and out, and moving your hips from side to side and back and forth.
- Point your toes together. Put your hands on your hips and stick your chin out.
- To look nervous, try collapsing your shoulders, pointing your toes together and your chin down, and twiddling your thumbs.
- To look confident, put your shoulders back and your hands on your hips, point your chin up, and place your feet apart.

### Quick Tip: Take Time to Listen

If you do not understand a student, ask for clarification rather than repetition. As you listen, note specific difficulties with sounds or patterns and use these as areas of focus for further lessons.

The goal of teaching is not to eliminate accents, but to help students make themselves readily understood in their everyday conversations.

Have students notice that even simple adjustments in position can convey strong feelings. By wearing a mask and moving your body in these exaggerated ways, you can show all sorts of emotions. How do you show a happy person? A sad or angry person? A younger or older person with that emotion?

Do students perceive changes in the central parts of our bodies (torso and hips) as emotionally stronger than gestures with the hands, arms, legs, and feet? Why do they think this is?

### Man of Many Masks

Using the blank mask found at the end of the lesson, draw different facial expressions that show emotion. Ask for a volunteer from the group and, without showing them what the mask is, place it on the volunteer. The group then has to work to describe the emotion shown on the volunteer's face, without saying the emotion, until the volunteer can correctly guess which it is. For advanced students, encourage them to use all the words related to that emotion in English. Beginning students can be allowed to describe the emotion in Spanish (without saying the Spanish equivalent) until the volunteer guesses the correct word in English.

### Speak Up!:

#### Emotions Game

Materials:

- Pencils
- Slips of Paper
- English in Minutes Book 2
- Two Cups or other containers

Write down a number of emotions, one emotion per slip of paper from the listing in English in Minutes, Book 2, p. 43-45 and/or additional emotions thought of by the students, fold them up, and put them into a cup. Examples of emotions: angry, happy, surprised, sad, disgusted, afraid, bored, in love, confused, embarrassed, impatient, nervous, stubborn, astounded, etc.

1. The teacher will write a sentence on the board, or for more advanced practice, the students themselves may write random sentences and put them into a cup. Have another cup with pieces having emotions on them (angry, sad, etc).
2. Model how to play the game and have the class ask questions about anything that they do not understand.
3. Split students into teams and rotate who is up front.
4. Have one volunteer from the team draw an emotion slip from out of the cup.
5. Have them read the short phrase or sentence on the board, or the phrase or sentence they pull from the other cup, with the emotion they drew out.
6. The rest of their team has to guess which emotion they are using. How long does it take before someone guesses the exact emotion? How different are people's perceptions of the emotion? What are the most difficult emotions to demonstrate? The easiest? Why?

More advanced students will be more comfortable reading phrases to the group. Beginning students or intermediate students can do group reading or can be selected to play it as emotional mimes where students silently act out each emotion.

### Acting it Out!:

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## Emotional Mimes

Once again, write down a number of emotions, one emotion per slip of paper. Examples of emotions: angry, happy, surprised, sad, disgusted, afraid, bored, in love, confused, embarrassed, impatient, nervous, stubborn, and astounded. Include some emotions that are similar to each other, like happy and ecstatic or bored and restless.

Talk about the kinds of feelings the words represent. Give examples. An example for the word "surprised" might be: "I can't believe I got a D on this test. I studied so hard." An example for the word "disgusted" might be: "Yuck! There's white mold growing on this bread."

Fold the slips of paper in half and in half again.

Scramble them in a pile.

One at a time, people must choose a slip of paper, take a moment to think about how to do it (the teacher may whisper suggestions if asked for help), and then communicate their emotion to the rest of the group. They can use facial expressions, body movements, and sounds, but no words. For more advanced students: Ask them to act whole sentences like "I am irritated because my skin is itchy" or "I feel tired because it is after my bed time".

The group must guess the emotion being demonstrated. How long does it take before someone guesses the exact emotion? How different are people's perceptions of the emotion? What are the most difficult emotions to demonstrate? The easiest? Why?



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## Follow-up:

### Maddening Emotion

After the lesson has been taught and emotions have been discussed and practiced use the included dialogue with lots of missing feelings adjectives in it, or make one or more up of your own to meet your class' levels and interests.

When students do the activity, first pass out the numbered worksheet and have the students fill it in. Afterward, pass out the paragraph cloze activity and have the students transfer their words to it. Then, have them read the paragraph to a partner and see how strange or funny it turns out.

This may also be done as a group reading activity, where students take turns reading sentences and going through the paragraph. More advanced students will be more comfortable reading phrases to the group. Beginning students or intermediate students can do group reading or can be selected to read specific words in the phrase, ex. The word they chose to fill it in.

As homework, ask advanced students to write their own Mad Lib ® or a sequel to yours to be used in class the next week. Quickly discuss the method to create a Mad Lib ®

For advanced students do not provide a word bank. For intermediate you could provide a word bank after a few minutes. For beginning level students make sure to provide a word bank in English in Minutes Book 2 and a dictionary as needed for communicative vocabulary practice and speaking.



## A Maddening Dialogue!

---

- A. Hi! I'm so \_\_\_\_\_(1) to see you!
- B. Hey, I'm \_\_\_\_\_ (2)and \_\_\_\_\_ (3)to see you too!
- A. Thanks! I wanted to tell you that you made me really \_\_\_\_\_ the other day when you brought me that cake, I \_\_\_\_\_(4) it, it was so good!
- B. Thanks! I'm \_\_\_\_\_, it took me hours to make and I was \_\_\_\_\_ (5) you would \_\_\_\_\_(6) it.
- A. Actually, I'm \_\_\_\_\_(7) to admit, my daughter ate most of it.
- B. The baby? I'm \_\_\_\_\_(8)! It was a big cake. Why did she eat so much?
- A. She had to get out of it somehow! She was very \_\_\_\_\_(9).
- B. Why was the \_\_\_\_\_ (10) baby in the cake?
- A. She was \_\_\_\_\_(11)crawling on the floor and was \_\_\_\_\_ (12) by the cake falling on her head.
- B. I'm \_\_\_\_\_(13), the cake fell on her head?
- A. Well, the \_\_\_\_\_ (14) dog shoved it off the table.
- B. Why?
- A. He was \_\_\_\_\_(15) sleeping and had a \_\_\_\_\_ (16)dream. But don't \_\_\_\_\_, (17) we still had cake for dessert!



Fill in the following spaces with words related to feelings. For help you may use *pages 43-45 of Ingles en Minutos: Book 2.*

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

11. ....

12. ....

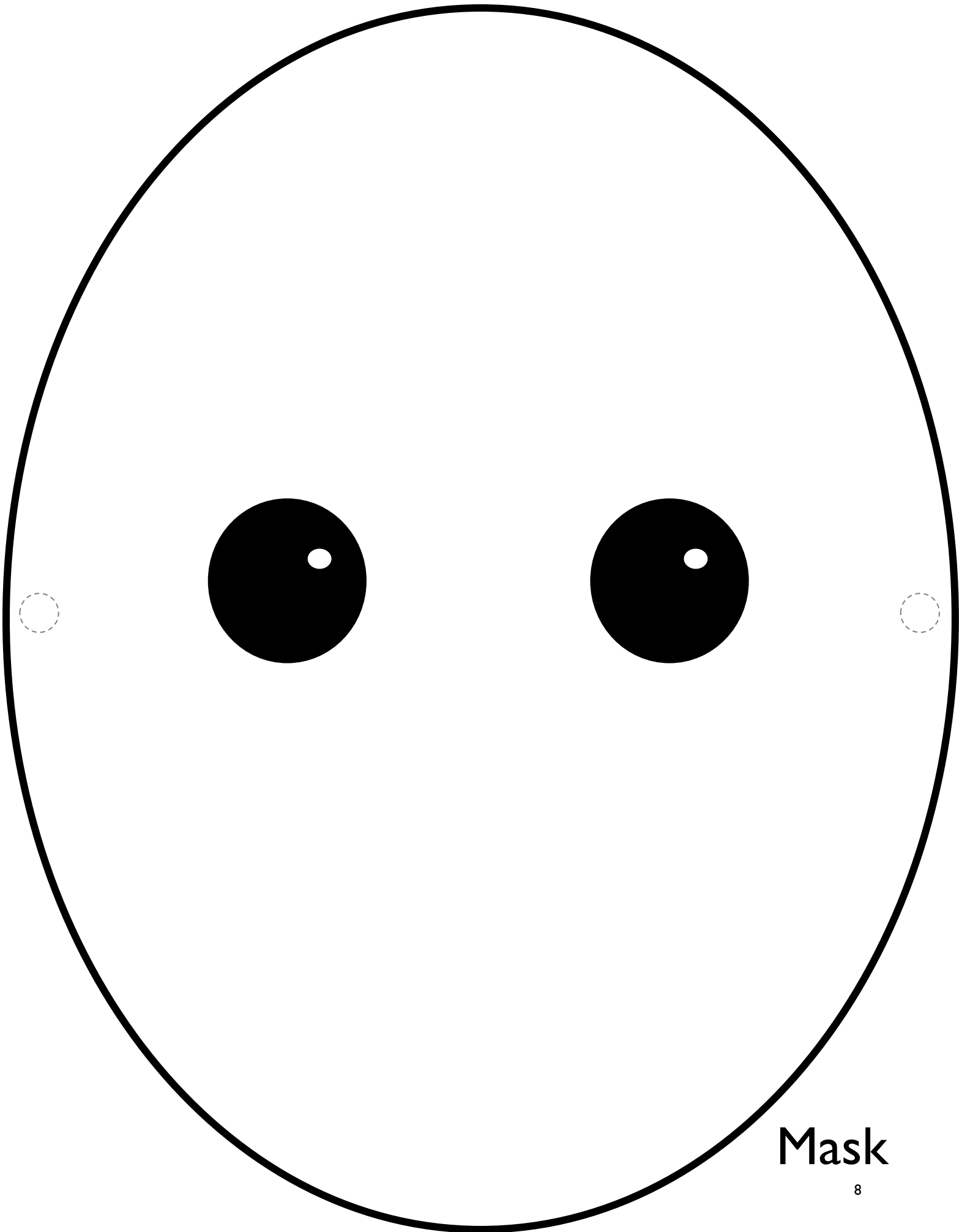
13. ....

14. ....

15. ....

16. ....

17. ....



Mask



## Lesson Plan: Family and Others

### *La Familia y Otros*

*This lesson corresponds with pages 46-49 of Ingles en Minutos: Book 2*

Who're your people? A simple question with a wide variety of answers. Everyone has a family, and they're not always the same, they may even look quite different, but our differences are not as profound as we may think. Much of who we are is because of our family and it's one of the biggest subjects people talk about.

The following is a sample lesson that employs activities to develop the four key reading skills (*phonological processing, vocabulary development, syntactical processing, schema activation*):

- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students' comprehension of the meaning of new words and ideas.



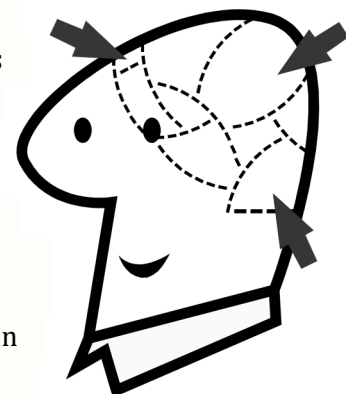
The purpose of these materials is to get the students practicing vocabulary related to families and communicating in English.

Note: During this lesson, please be sensitive to the cultural and religious views of the students in the class and their personal family situations, which can be a touchy subject in a world full of divorce, blended families, and other arrangements. For some students, discussion of family ties can bring up emotions and memories that may be difficult. Do not press students who seem to resist speaking about their own family. Allow them to generalize.

### What Do We Know?

Project an image on the board related to families, ex. a picture from *1000 Families: Family Album of the Planet Earth* by Uwe Ommers, and ask students to tell you everything they can about the picture. Choose images that will make sense to your students and also allow you to connect to the new content and/or concepts students they will be learning. This allows you to see if your students have any frame of reference for the topic

And/Or: Introduce the topic by reading a picture book about families and friends. Pick a book that is relatively simple with pictures that clearly explain what is happening in the book. ex. *All the World* by Liz Garton Scanlon, *Whoever You Are* by Mem Fox, or *The Relatives Came* by Cynthia Rylant. Before beginning, ask



questions about the cover and title of the book. What do the cover and title suggest? Pre-reading discussion helps activate prior knowledge. While reading aloud, read with expression to bring the story and characters to life and act out words. Pause to ask questions and check student engagement. When the story ends, ask students to share their opinions. What did they like most? Why? What, if anything, surprised them? Could they relate to the characters? What do they think the story was about?

## What Do We Think?

### Comparing and Contrasting

Have students look at several more pictures from *1000 Families: Family Album of the Planet Earth* by Uwe Ommers and compare/contrast these families with the others and then with their own families.

Point out the similarities and differences.

Hold a group discussion as your class observes the details and elicit responses using prompts and questions like the following:

1. What do you notice first about these families?
2. Do you think this is a traditional family in this culture? Why or why not?
3. What is different about each family?
4. What is the same or similar about each family?
5. Are these families similar to the families in your country? Which one is the most similar?

What do you notice first about these families?



Who and what do your students believe makes up a family? Discuss family units with your students. Teach students the terms "immediate" and "extended" families. Explain that a family is usually defined as someone you live with, but the family members can vary. Many cultures have several types of family units and many languages have similar names for mother, father, sister, brother, etc., while others are completely different. Some people call their friends, "the family you choose" and/or consider their pets a part of their family.

Elicit vocabulary response from students, having them list as many words as they can in English related to the family. Depending on the age and English level of your students, you can introduce basic family members: grandparents, brothers, sisters, parents, cousins, aunts, uncles, grandparents, and even more complicated relationships, like stepsiblings, step-father, half-brother, adopted siblings, single parent, great-grandparents, great-grandchildren, second-cousins, etc. Remember that repetition is a key part of learning, so having students repeat family member terms multiple times and practice in several ways will help solidify the vocabulary for them. Ask the students what they call their parents, grandparents, etc. Discuss what a "pet" name or nickname is. Ask them if they have pet names for their family members. Ex. What do they call the youngest member of their family or child?

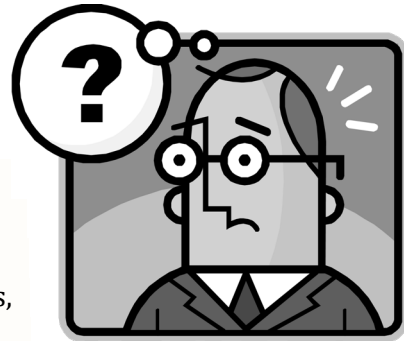
For a simple assessment: Act as a scribe while you elicit vocabulary from the learners and play Categorize. In this case have students categorize vocabulary as male or female, or neutral. ex. "So if an uncle is male, what's the female opposite of an uncle?" "Is cousin male or female, or can it be either, making it neutral?" This is useful to check whether students understand the difference between uncles, aunts, sons and daughters for example. Note: Because the process of categorization may be a new concept to learners, it needs to be formally taught in a concrete, step-by-step manner.

## Listen and Look!

### Guess Who?/Adivina Quien? Family Members Game

Once you've reviewed the vocabulary with the whole class, it's a good idea to break the class down into small groups or pairs. This allows the students to have even more talk-time, and it provides a quieter, more relaxed setting so that shy students will feel more inclined to participate.

Make 'Guess Who' into a family and friends version to help students practice identifying different members of a family (including cousins, uncles, aunts).



#### Materials:

- Two Decks of 25 Guess Who Family Member and Others Cards\*
- Teams of Two

\*There is a set of picture cards and a set of blank cards included. The cards label sections are editable textboxes in which the instructor can enter the appropriate terms they wish students to practice.

Tip: If using an actual old game set, create 1x2 inch images so the new ones fit perfectly.

Formulating yes/no questions is incredibly important, and it is not always easy for ESL students. This game allows a lot of practice and also provides a helpful review for face vocabulary students may have already learned, like beard, glasses, hat, mustache, lips, eyes, etc.

Some common questions:

- Does he have a mustache?
- Does she have curly hair?
- Is he bald?
- Is it a woman?
- Does she wear glasses?
- Is this person a sibling of your mom?
- Is this person a sibling of your dad?

Apart from asking yes/no questions, it is also helpful for face vocabulary like beard, mustache, lips, eyes, etc.

#### How to Play:

1. The object of the game is for students to try to guess their opponent's mystery person before he or she guesses their own mystery person. Draw a card from the deck of face cards. Their opponent will do the same.
2. Then, they lay out their cards in front of them, where their opponent cannot see. The younger person will start by asking a question about their opponent's secret person on their face card.
3. Students will ask questions that help them figure out who the mystery person is on their opponent's face card. All questions must be answered with either a "Yes" or a "No." For instance, their first question could be "Does your mystery person have hair?"
4. The students will answer their opponent's question and then their opponent will eliminate people who do not fit the answer. If their question was, "Does your mystery person have hair?" and their opponent says no, they can eliminate all of the people on your game piece who have hair.
5. Students should eliminate people with the answers received during each turn and use their turn to either ask a question or guess the mystery person. Remind students to narrow their list before asking about a specific mystery person, otherwise, if they guess incorrectly, they lose the game.

Instructions for how to put the included printable Guess Who board together:

1. Print game board onto the color cardstock of your choice. Laminating the game board and pictures before cutting them will provide durability.
2. Use an exacto-knife to cut around the outside of each box except the bottom of each box. You will need them to form a flap, so that students can fold the squares up so when they have crossed out a family member, they can simply push the image back down. Tape the people photos to the lifted tab.
3. Next, use the exacto-knife to cut the inside top line of the frame and the inside bottom line of the frame, allowing pictures to be slid in and out of place.
4. A sheet of Guess Who Family Cards has been provided, OR, find clip art, cut out from magazines, or sketch appropriate pictures of the vocabulary you wish students to practice. They must be single person pictures, ex. you cannot have a couple representing an aunt & uncle in one "frame". The width of the picture needs to fit inside the flap of the frame, but the length of the picture needs to be slightly longer than the frame so that the picture does not pop out of the frame.)
5. Make sure your pictures have fun and identifiable items on the pictures (hats, glasses, mustache, etc.)
6. Slide pictures into each frame.
7. Remember you need two boards and two sets of cards per game.

Now, you're ready to play!

### Follow-up:

#### Matamoscas!

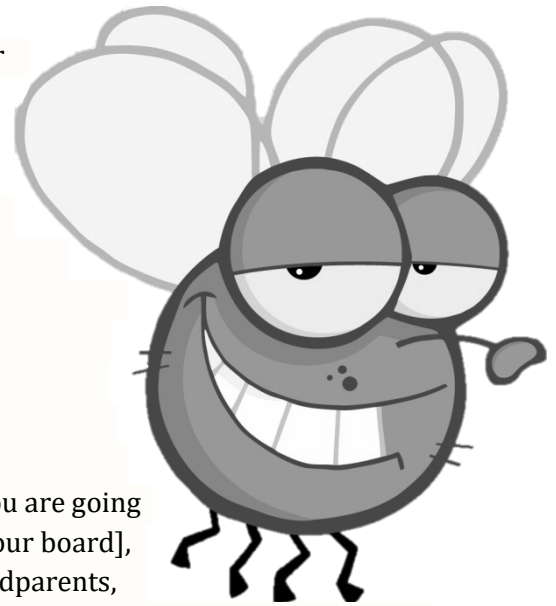
[aka. Kill the flies, or in French this game is called *Mâcher le moustique*]. In this review game, students race to the board to swat the answers to questions posed by their teacher.

The game can also be applied at all levels by adjusting the number of questions and answers, their difficulty, the degree of similarity between them.

#### Materials:

- Two Fly Swatters
- White board or other similar surface
- Markers
- Vocabulary
- English in Minutes Book 2

1. Divide the group into two teams.
2. Prior to the beginning of the game have all of the answers you are going to use written up on the board [scattered randomly across your board], ex. , ex. brothers, sisters, parents, cousins, aunts, uncles, grandparents, friend, acquaintance, step-father, half-brother, adopted siblings, single parent, and others from *English in Minutes* Book 2 pages 46-49 . The number of questions will vary according to your preferences and the level of students. You might begin with ten questions and answers, use them, and then start over with a new set of ten, and so on. Write the answers in random order on the whiteboard.
3. Choose one student from each team to come up to the front of the room and stand in front of the board with their fly swatters.
4. When you are ready to play, divide the students into two teams in lines. Read a question from your list. At your signal, the two students who are first in their lines run to the chalkboard and swat what they believe is the answer to the question. Each player must swat only one answer, and the first player to swat the correct answer earns a point for his team and erases the answer off the board. Note: Only one swat is allowed per player, so if one player hits an incorrect answer, the other player can take his/her time selecting an answer.
5. If neither student chooses the correct answer, read the question again for the next students in line.
6. The students go back to their group and choose a new player to go up to the front.
7. The team with the most points at the completion of the game is the winner.



For advanced students: Come up with riddles to test their understanding. Questions like, "What is the word for the father of your cousin?" will challenge your students to think and use all of their vocabulary words.

#### Variations

- Add to the challenge of this game by reusing some answers!
- When a student is the first to find a correct answer, you may require him or her to explain why it is the appropriate response before a point is awarded, or you could award a second point for an accurate explanation of the proper answer.
- Desktop partner version:

Students pair up and place their desks facing each other. The paper with the pictures is placed in the middle. When the teacher says the word, students put their finger (or a sponge paintbrush) on the correct answer. Some teachers give them each a different color crayon or marker to mark the answer. The first student gets a point. If they don't agree who got there first, neither gets a point. The advantage to this variation is that all students are on-task for every item.

### Post-Lesson Activity:

For homework, ask students to create their own personalized Guess Who game set using their friends and family and label each picture appropriately in English.



Grandmother



Grandfather



Aunt



Mother-in-law



Baby



Niece



Friend



Cousin



Brother



Uncle



Father-in-law



Granddaughter



Son



Grandson



Daughter-in-law



Daughter



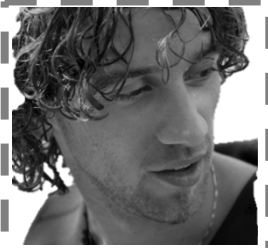
Wife



Nephew



Son-in-law



Husband



Employee



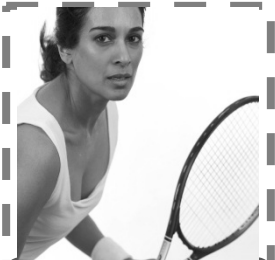
Stepson



Stepdaughter



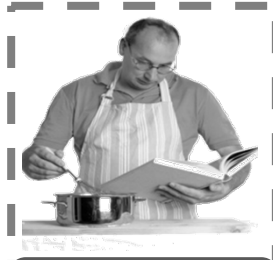
Boyfriend



Stepmother



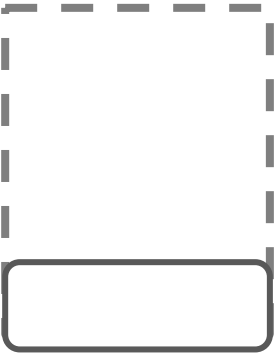
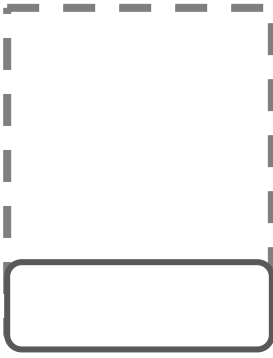
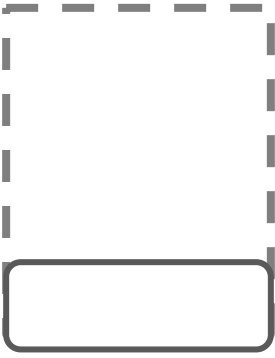
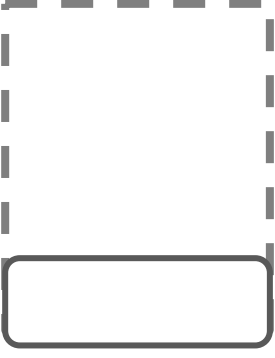
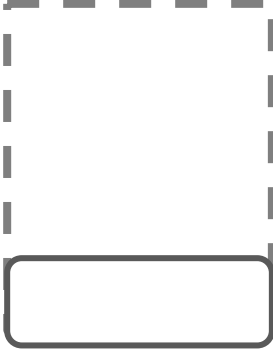
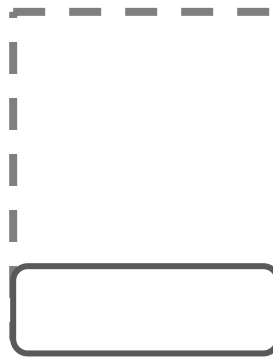
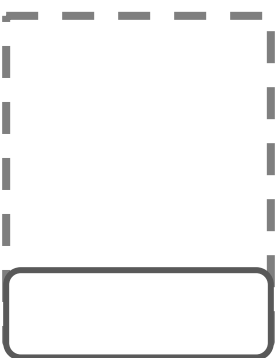
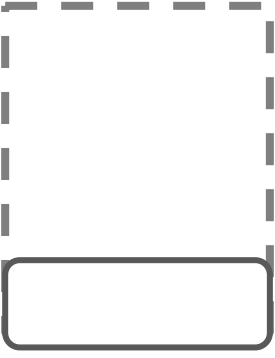
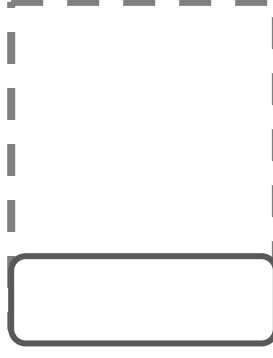
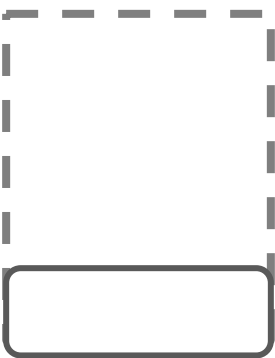
Girlfriend



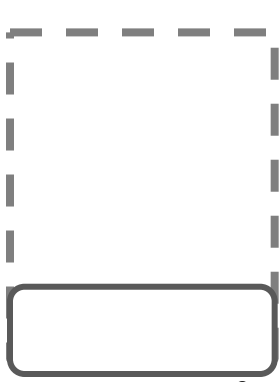
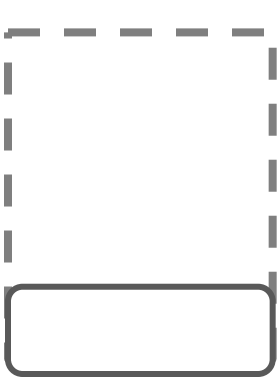
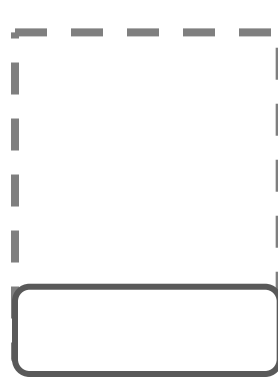
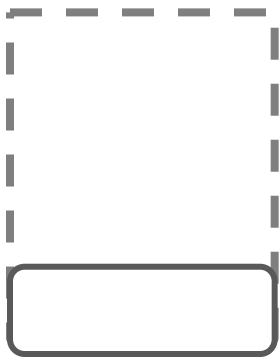
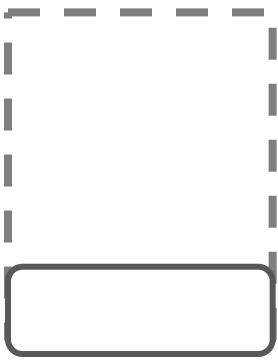
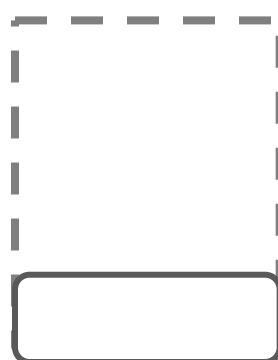
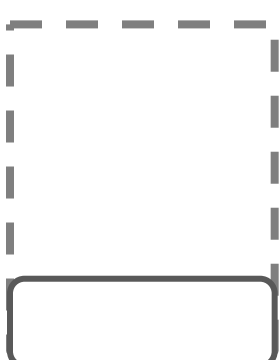
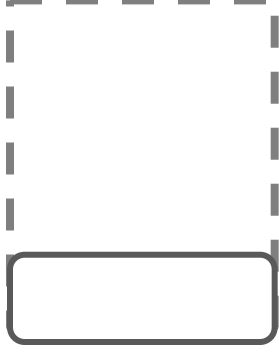
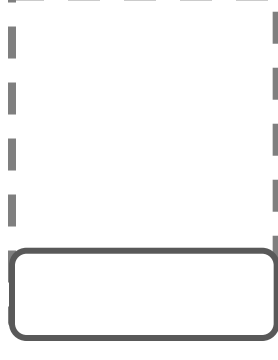
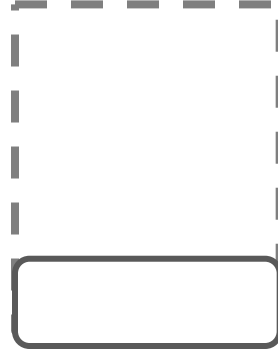
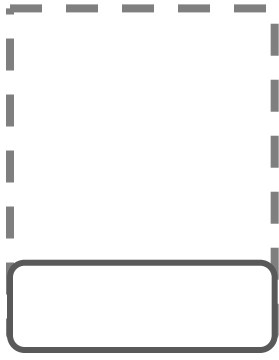
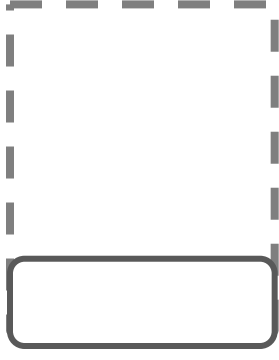
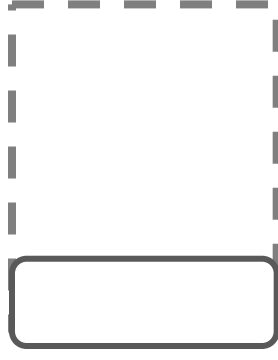
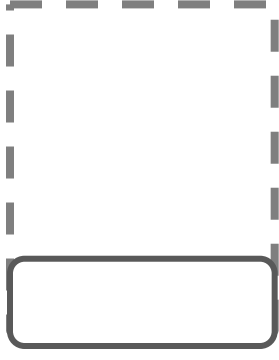
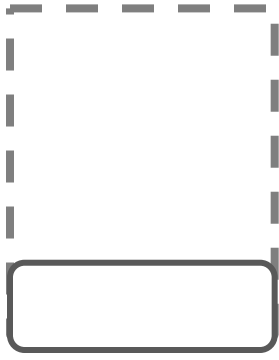
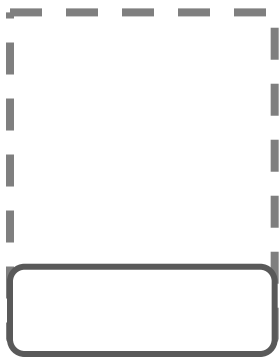
Stepfather



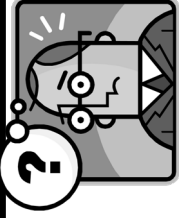
Neighbor







Guess Who?

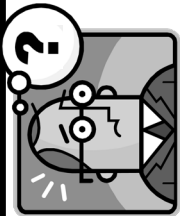


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## Lesson Plan: Clothing and Accessories

### La Ropa y Accesorios

*This lesson corresponds with pages 51-52 of Ingles en Minutos: Book 2*

Like its own language, society recognizes the role of clothing as a communicator of information during social interactions and as an aid in the establishment of self-identity. Being able to communicate about what you're wearing or what you're looking for allows freedom of expression on multiple levels.

This sample lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, and schema activation.*

These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students' comprehension of the meaning of new words.

The purpose of these materials is to get the students to practice identifying, labeling, and noticing, items of clothing and accessories while communicating in English.

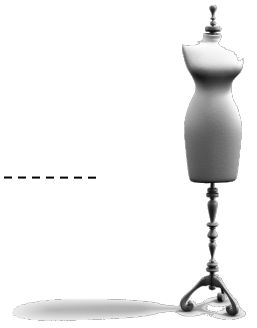
### What Do We Know?

Introduce the topic by reading a picture book about clothes. Pick a book that is relatively simple with pictures that clearly explain what is happening in the book. ex. *I Want My Hat Back* or *This Is Not My Hat*, both by Jon Klassen, or *Animals Should Definitely Not Wear Clothing* by Judi Barrett. Place the selected book in the front of the room have the students silently look at the picture and title on the cover for a minute and use their schema to make predictions about the story (making connections to what they know, where they have been, what they like, etc.), they may want to jot down a word or a complete thought. Then, discuss and make predictions as a group about the story. When students are given the opportunity to use their schema prior to opening the book they are engaged in the reading because they want find out if their predictions are correct!

And/or continue your introduction and preview

vocabulary is by using a semantic map. All you have to do is draw a circle around the vocabulary word or phrase you are using, ex. "clothes and accessories" and have students write all the different words that they associate with that one word.

One way to keep the enthusiasm elevated is to have groups rotate large sheets of paper upon which different related words or phrases have been sketched out., ex. you may have different sheets for each season, "winter clothes," etc. The brainstormed ideas can exist as "paint splashes" (random positioning on the page), organized into lists, or drawn as pictures or cartoons. Write each season



#### Quick Tips: Reading Aloud

Spend time looking for good materials, it takes time to find the perfect book, but it's worth it! Keep your audience in mind and be sure to pick a book you love, if you're enjoying it, they will too.

Be sure to practice reading it out loud before class so you'll be familiar with it, know if it you need to edit it for length or explain vocabulary, you won't trip over words, and will have the rhythm of the story.

Introduce your book (it can be as simple as, "I love this story!") mention the title, author, and illustrator, and read nice and slow. The most common mistake? Reading too fast! Students need time to observe and absorb.

in the middle of a piece of chart paper. Spread the chart papers around the room (wall, desks or floor). Give each student or group of students a marker (different colors if you can). Each student/group starts at one chart paper. When you say "go" they have to start writing down all the clothes or accessories they know/can remember about the word or topic. Use a timer, and call "switch" after whatever interval you decide to use (30 sec., 1 min., 2 min. etc. it depends on the class). At "switch" they must rotate to the next paper. When all students/groups have written on each paper, collect them. One at a time, put them up on the board, as a class read through what has been written, and correct any inaccurate information or mention any important items that may have been missed.

## Listen Up!

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### Deciphering Fashion: What am I Wearing?

Materials:

- Paper
- Pencils
- Crayons or markers

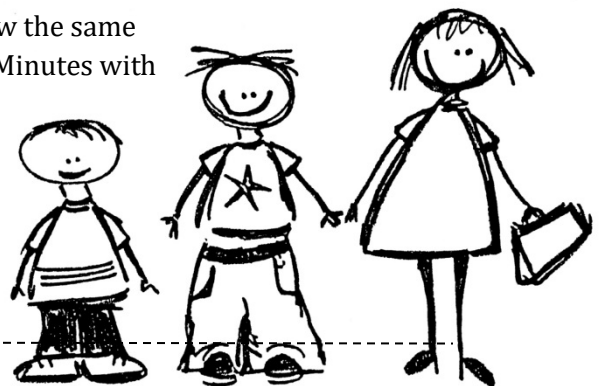
Hand each student a sheet of paper, pencils, and crayons and model the activity for the students and have the class ask questions about anything that they do not understand.

Describe an article of clothing, not telling them what it is, and have your class draw the article of clothing described. The beauty of this type of activity is you use descriptive words as you tell the class what to draw and students can review and practice vocabulary and use their listening skills. It is a good idea to encourage students to ask questions about the article of clothing or accessory you are describing.

Option: Discuss cheap, expensive, and reasonable. Tell the students how much you would pay or what you would charge for the article of clothing and then ask your class members if they think that price is cheap, reasonable, or expensive. What would they pay?

After finishing, have the students guess what they drew, and write down the name of the article of clothing, and share their pictures.

Then, have a volunteer come to the front of the class and follow the same procedure. Have students refer to the phonetics in English in Minutes with various phrases to help them become more comfortable with pronunciation. This activity may be done by volunteers as a whole group exercise and/or finally as pairs, where learners substitute other clothing vocabulary (*vocabulary development*).



## Act it out!

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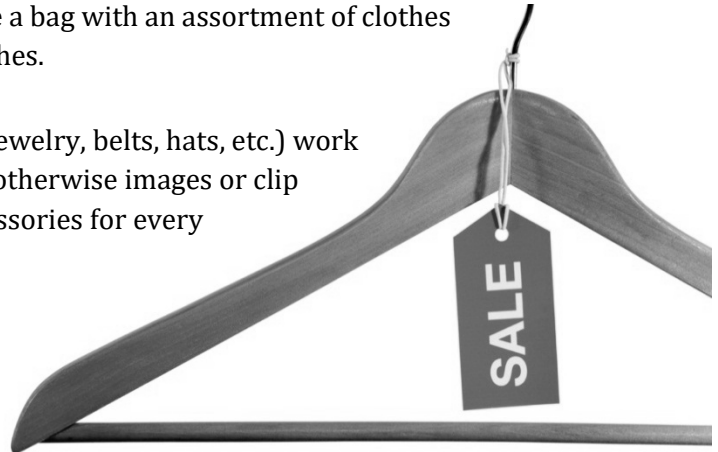
### Seasonal SALE! Shop till you Drop!

Why practice clothes shopping role plays with imaginary clothes, when it's so much better to use real ones? Real items and props allow students to use several of their senses at once, which increases their ability to remember, helps your kinesthetic learners, and moreover, all students can

easily relate to clothes, after all, they're in them every day. Gather random items of clothes from friends, family, or even students and try to have a bag with an assortment of clothes ready for lessons in which you'll talk about clothes.

Materials:

- Real clothes and accessories (costume jewelry, belts, hats, etc.) work best, so have a variety if at all possible, otherwise images or clip art of a wide variety of clothes and accessories for every season.
- Play money
- Phrase Sheet Printouts
- Stickers for prices



Preparation:

1. First, prepare the items by giving each a price tag – you can have this pre-prepared, or ask your students to help you.
2. Determine a budget of play money for each student to use and be sure to print out enough copies.

Instruction:

With the teacher acting as scribe and asking open ended questions to elicit responses, elicit from students some common English phrases students have heard used while shopping.

Hand out the sheets and ask students are any of these phrases familiar? Working as a group, determine the meaning of the phrases on the dialogue prompts for shoppers and store clerks, students taking notes on pronunciation, translating them into their native language, or circling their favorites as appropriate. Which ones would they probably say or hear the most?

Model possible conversations using key phrases from the handouts and have the class ask questions about anything that they do not understand. Practice a short dialogue with a student, using phrases from the sheet, with the rest of the class as “eavesdropping” fellow shoppers. Then the dialogue may be practiced with volunteers, and finally as pairs, where learners substitute other clothes and accessories related vocabulary (*vocabulary development*).

Setting up the Store

1. Place actual clothes out and have students sort them into what is most appropriate for each season, practicing describing each item, ex. “I think these red and blue knit hats are for winter but those thin orange rain coats could be spring or fall.”
2. Once items are sorted, have students set out the clothes in your classroom to create a “store” environment, and price the items if that has not already been done. Once the items are set out, have students take turns role playing as the salesperson/customer during a shopping experience/fitting room conversation, “This fall jacket fits/doesn’t fit. It’s too long/short. Could I have a smaller/bigger size?” Encourage students to be creative and use props to better reflect a real life situation they might encounter. Students should have some space to move about the classroom and be given extra time to practice.
3. Different roles may be assigned, ex. one student may solely role play the check-out person, or the teacher may take that role.

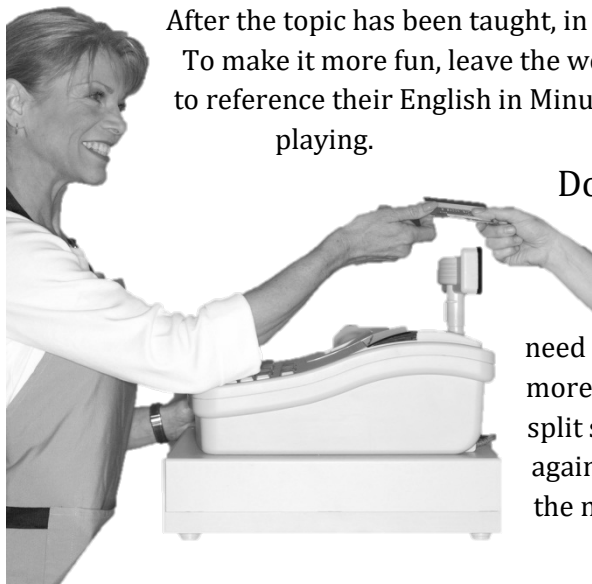
4. After a designated period of time, have students swap roles and do the same again buying and selling clothing items, practicing asking for items, adding up and giving change, etc. The person who comes out with either, A. the most items and the largest amount of money left over wins!

Included at the end of the lesson is a basic conversation dialogue that can be used to get students started with the activity. This will be particularly helpful with beginning students to give them an idea of the flow of a conversation while shopping for clothes.

Alternative play for more advanced students: Have student clerks set the price of items. Shoppers have the option of negotiating the price. There are two winners in this version: The shopper who accumulates the most products and the clerk who makes the most money.

### Follow-up:

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After the topic has been taught, in the last few minutes play the following review game. To make it more fun, leave the words on the board, and/or allow beginning students to reference their English in Minutes Book Two vocabulary list (pages 51-52) while playing.

### Do You Need to Shop?

Object of the Game: To find a seat before it's too late and practice wardrobe vocabulary in a fun and relaxed way. It is an extremely active game, so you need plenty of room and a smallish group -- probably no more than 12 unless you have a very large room, or can split students into multiple groups. Also, since this is, again, a very active activity, you need to make sure that the noise level won't disturb other classes.

### Materials:

Masking Tape strips, chairs or seats for each player, minus one. So, if 6 people are playing you'll need five chairs or spots.

### Preparation:

- If using chairs: Setup chairs in a circle facing inwards.
- If using masking tape: This technique makes this game extremely portable, and saves space, wear on furniture, and can be used indoors or outdoors. Make sure there is enough room to play and that the tape is safe for the surface. Then, have all players, but one, stand in a circle and give each one a strip of masking tape, instructing them to put it at their toes. These mark the spaces players are trying to reach.

- Provide written prompts of phrases used in the game (“Do you need to shop?” “No. I’m wearing...” And “Yes! I’m looking for...” ) in a location where the student can easily access them to give ESL students the necessary scaffolding.

### How to Play:

1. Choose someone to be "it" and have them stand in the center of the circle of people, everyone else should have taken a seat or have a piece of tape at their toes.
2. "It" then goes up to one of the circle of people and asks, "Do you need to shop?" the person then chooses to say "yes" or "no".
3. If they say "no" they then must say, "I’m wearing the \_\_\_\_\_ I want" , they fill in the blank with an article of clothing or accessory they have on.
4. Then, the person's two neighbors (the ones seated directly to their left and right) have to switch seats before "it" can steal one of their chairs. Whoever is left standing is "it".
5. If the person says "yes" they then say, "I’m looking for \_\_\_\_\_." They fill in the blank with any article of clothing pertaining to one or more players. Those players must then leave their seat and try to find a new one before "it" steals their chair.

Example: It asks me, "Do you need to shop?" and I reply, "Yes. I am looking for blue jeans." Everyone playing with blue jeans on their body must get up from their seat, including myself since I am wearing jeans. The it person takes my seat, I take player two's seat who was blue jeans, and player two is left standing because no one else was wearing blue jeans. Player two is now "it" and asks player 4 if they need to shop. Player four says “No, I’m wearing the hat I want” and the two people seated on the right and left of player 4 must switch spots.

Notes: Whenever a person must leave their seat (if the answer is "Yes!" or if they are among the group with the article of clothing or accessory named) they may not return to their original seat. They also may not take the seat to their immediate left or right. Pushing is forbidden and punished by complete expulsion from the game. Whenever two people end up in the same seat or spot, a quick "rock-paper-scissors" works best to settle who gets it.

**Quick Tip: Assessing What Stuck**  
To close out your lesson and get an idea of what your students remember most from your lesson, require each student to give you a “ticket” before he or she leaves. Simply give each person a post-it note during the last few minutes and require that he/she writes one thing that he/she learned during the lesson. As each student walks out the door, they hand you their ticket. Your student is reminded of what he learned and you get a better idea of what your students enjoyed and remembered from your material, and that helps you plan for future lessons.

To keep it fair, if a person rises, but shouldn't -- for example, the answer was "Yes! I’m looking for a red hat." but a student with a blue hat gets up-- or, if they should move, but don't, they must give up their spot and go into the middle. The same rule applies to someone who returns to their original seat or goes into the one to the immediate left or right.

Challenge: If the reply isn't in English, then the replier must give up his/her seat and become the asker.

## Basic Shopping Conversation- Customer and Clerk

- Clerk:** How can I help you?
- Customer:** I'm looking for a(n) \_\_\_\_\_.
- Clerk:** What size do you wear?
- Customer:** I'm size \_\_\_\_\_.
- Clerk:** Would you like to try it on?
- Customer:** Yes please... I love it.
- Clerk:** I'll take this to the register for you.
- Customer:** How much does it cost?
- Clerk:** That will be \_\_\_\_\_dollars.
- Customer:** Thank you for your help.
- Clerk:** Have a nice day! Come back and see us soon.



## Shop Til' You Drop: Store Clerk Role Play Phrases

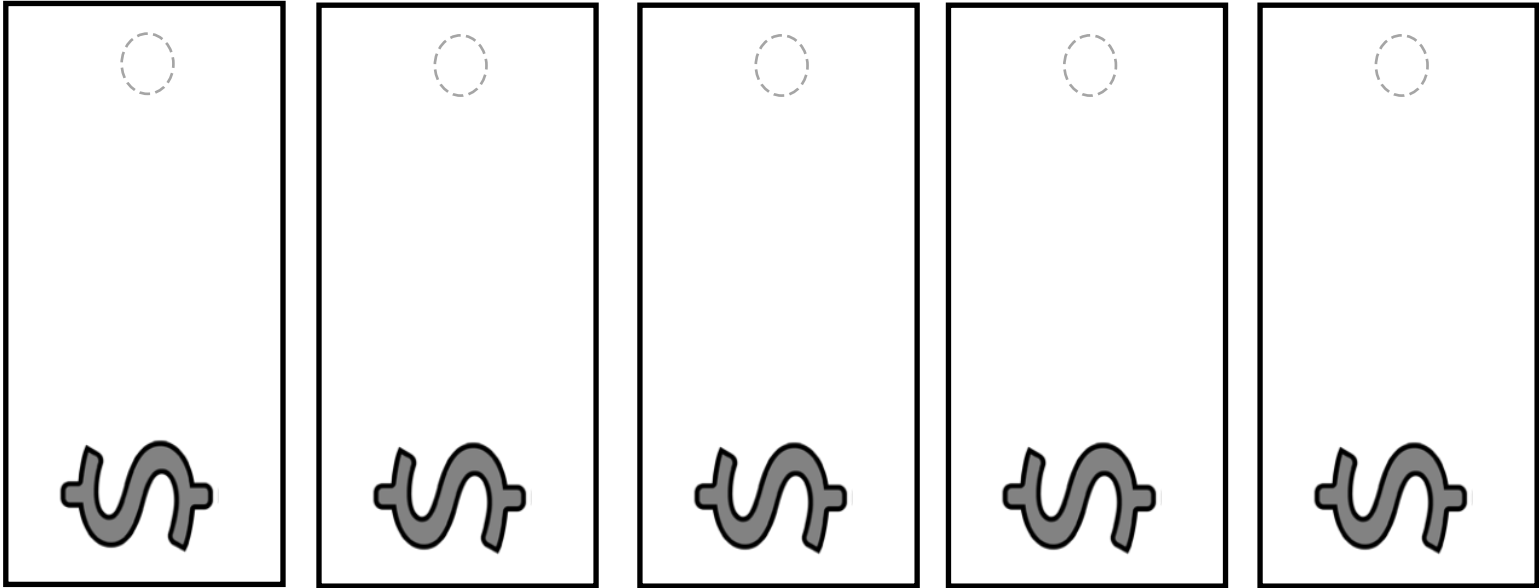
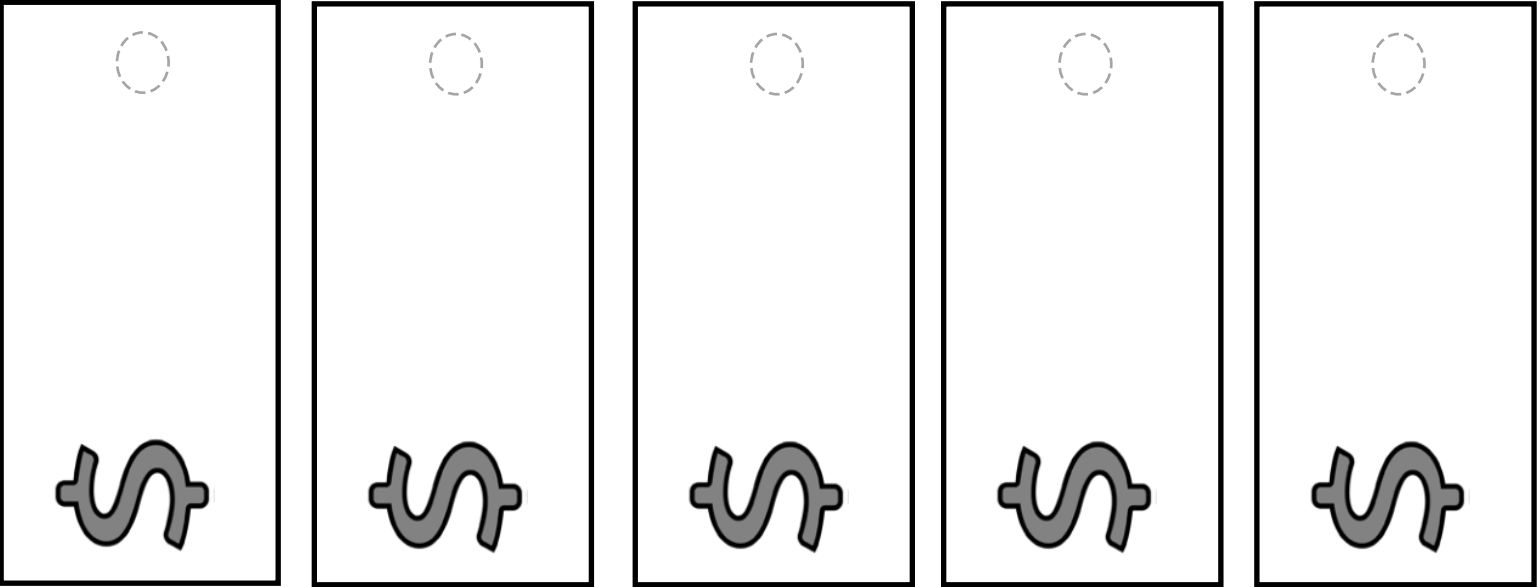
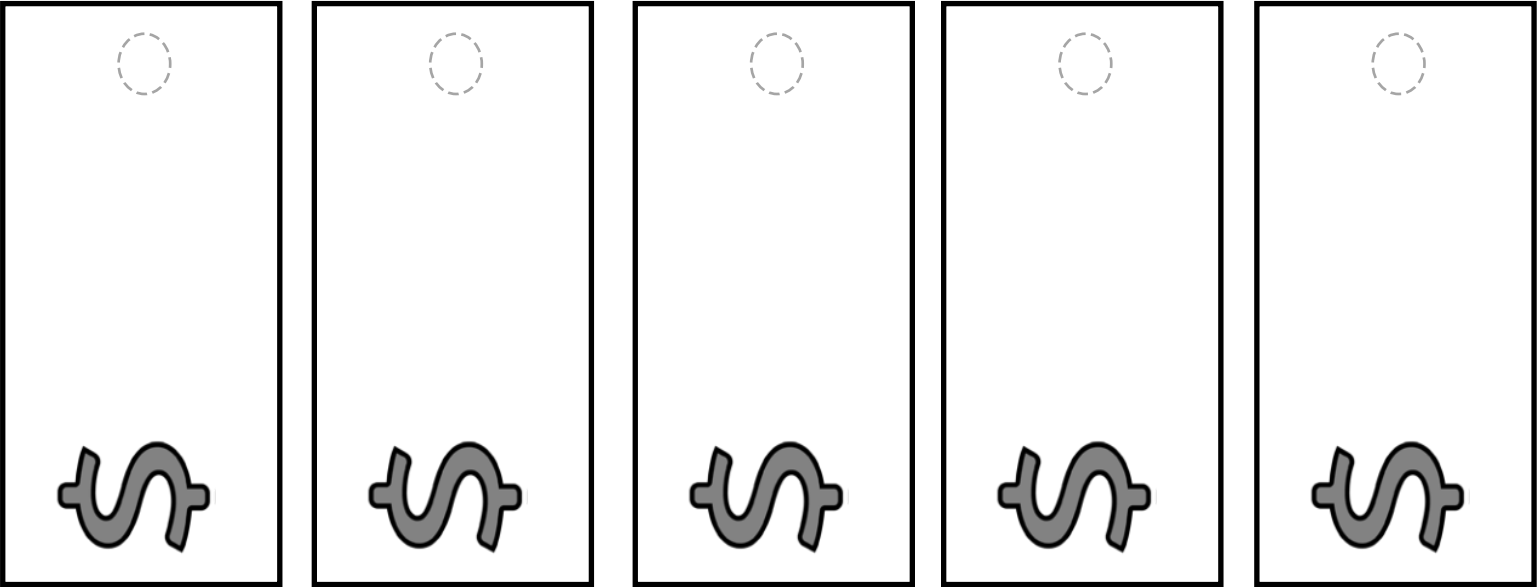
- Can I help you?
- What can I do for you today?
- Are you being helped?
- Sorry, we don't sell \_\_\_\_\_.
- Do you need anything else?
- It's on sale.
- It's not on sale.
- You can buy two for the price of one.
- How many would you like?
- What size do you wear?
- I'm sorry, we are out of \_\_\_\_\_.
- Would another color be okay?
- Would you like to try it on?
- The fitting room is over there.
- The \_\_\_\_\_ looks nice on you.
- Pay at the register, please.
- I'll take this to the register for you.
- Here you are. / Here you go.
- You're welcome.
- That will be \_\_\_\_\_ dollars.
- Do you have change?
- Here's your change.
- Have a nice day! Come back and see us soon.



## Shop Til' You Drop: Customer Role Play Phrases:

- I need \_\_\_\_\_.
- I'm looking for \_\_\_\_\_.
- I'd like \_\_\_\_\_, please.
- Do you sell \_\_\_\_\_?
- Where can I buy \_\_\_\_\_?
- Are these \_\_\_\_\_ returnable?
- I'm size \_\_\_\_\_.
- It doesn't fit me.
- I love it, thank you.
- I don't like it.
- It's too small / big / wide / tight / expensive.
- Do you have this in another size / color?
- May I try this on, please?
- Where can I try this on, please?
- How much does it cost?
- That's all.
- Where is the cash register?
- Could I get a receipt, please?
- Could I get a (plastic) bag, please?
- (I'm afraid/ Sorry) I don't have any change.
- Do you accept credit cards?
- Thank you for your help!











## Lesson Plan: The Five Senses

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### Los Sentidos

*This lesson corresponds with page 10 of English in Minutes: Book 2*



You use them every day to get to know and understand the world around you. What are they? Your senses! The five senses — seeing, hearing, smelling, tasting, and touching — help us to communicate with our surroundings. Each sense collects information about the world and tells it to us, but a times trying to express what our senses are saying can be a challenge, especially if we're trying to express it in a new language.

This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students' comprehension of the meaning of new words.

The purpose of these materials is to get the students to practice making an appointment for a doctor's visit and communicating in English.

### What Do We Know?

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Introduce the topic by reading a picture book about and incorporating the five senses, such as *Hookitty-Tookitty-Tah* by Antonio Mugica, a Spanish edition is also available entitled, *Hukiti-Tukiti-Ta*. As you read your chosen book with the class, "think out loud," stopping at appropriate points to articulate your thinking as a model for students and make connections with the five senses. It is important during modeling to continually come back to the text and not allow tangents to divert the group from understanding the story.

Show students an object. Ask them to describe the object (color, size, shape, texture, weight, etc.) Ask them how they know what color it is, how much it weights, etc. As a class, discuss words that can be used to describe the item ex, "cold," "rough," or "sweet." As students share their ideas, relate their methods to the five senses (hearing, sight, smell, touch, and taste) and explain that people learn about the world around them through use of their five senses.

Writing the five senses across the top of your white board (hearing, touch, smell, sight, and taste) and ask your students to explain what each one is and ask students to provide an example of when they would use each one. (NOTE: If a student in the class has impaired vision or hearing, the class may want to discuss how that student uses their other senses.)

List and discuss the words on the board and ask your students to volunteer other words that they already know that relate to the senses, ex. sniff, nose, odor, stink, scent or other related words would fit. Under sight, your students might know the words vision, look, appearance, and glimpse, watch or stare. Under touch they might list feel, sensation, feels like, etc.

## What Do We See, Smell, Taste, Touch, & Hear?

### Use Your Sense

The ability to describe something is an important aspect of English language learning.

Materials:

- A variety of small food objects. Please be aware and cautious of any student allergies.
- Pencils
- Paper
- Crayons
- Manila Folders
- "Use Your Sense" Student Handouts

Divide students into small groups give each student a pencil and "Use Your Sense" sheet. Distribute a small food item to each student and ask students to use their sense of sight to draw the food item. As a class, discuss words that could be used to describe the item using the other four senses. For example, "warm," "soft," or "crinkly." List words on the board. Have students fill in the words on their sheet in the appropriate spaces.

Divide students into pairs. Distribute a manila folder, or other screen, to each pair.

Now, explain that students will play a game; one student will pick an object and describe it for the other student, in English. Explain to students that they should not taste the non-food items.

The other student must guess what it is based on the description alone. The object should be hidden behind the screen at all times.

#### Quick Tips: What's Realia?

The word realia simply means using real items found in the world around us to help make lessons memorable and create a tangible link between the objects, and the word or phrase they show. Using realia stimulates students' minds, and makes the vocabulary more memorable than a picture would [students can, touch, smell, and with a food item, taste it] and it saves time, as recognition of an object is often immediate; elicitation of vocabulary becomes much easier as simply holding up the object will usually result in the desired word being spoken. Realia helps make learning real.

Instruct students to pick who will describe their object first. That student should choose a classroom object or small food item and hide it behind their manila folder. The student who will guess may have to be blindfolded or step out of the classroom so as not to see the object while it is chosen and hidden. Make sure each student has a chance to guess and describe.

Ask students how the game was different from what they did before; where they described an object using their five senses. Point out that in this case, the student did not look at the object directly, but was still able to gain information through another sense.

### Listen Up!

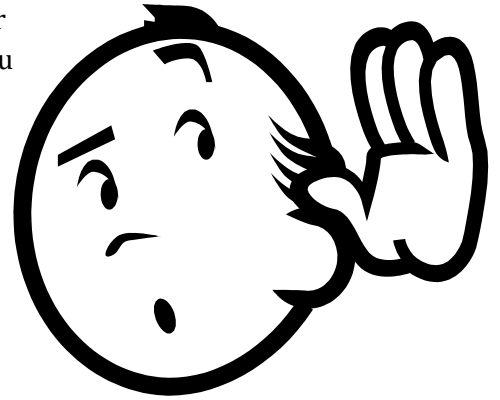
#### Password

This game can be easily adapted for classroom use and is a great way to review your lesson vocabulary. Choose two students to be the "contestants." You can always use the "I'm thinking of a number ..." guessing game to determine the contestants. Those two students go to the front of the room and face their classmates. Reveal a secret word ex. one of the senses, or something related to the senses -- write it on the chalkboard or a chart or hold up a card and show it to everyone but the



two contestants. The rest of the students raise their hands to volunteer short sense based clues, ex. "It smells \_\_\_\_\_" "It looks \_\_\_\_\_" that might help the contestants guess the word. Contestants take turns calling on clue volunteers until one of the contestants correctly guesses the secret password. The contestant who guesses the password remains at the front of the class; the student who gave the final clue replaces the other contestant.

Tip: Choose words appropriate for your students' abilities. Words for which they might know multiple synonyms or meanings are best! You might use a thesaurus to create a list of possible words before playing the game. Write those words in large letters on cards so students can use them as the game is played. Save the cards from week to week to continue building students long term vocabulary knowledge.



#### Sample Clues:

- It smells sweet
- It looks yellow.
- It feels bumpy.
- It tastes sour.
- It needs sugar.

Sample password: Lemon

#### Follow-up:

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#### Spoons!

After the topic has been taught, for fun practice and review play Spoons! [Also played as Tongue!, or Snout!]

#### Materials:

- 4 or more copies of sense related cards, cut out and formed into a deck
- One spoon for each player except one. EXAMPLE: With 5 players, you need 4 spoons

Goal: Each player wants to be the first to collect four cards of the same sense (hearing, tasting, etc.) , or, if another player opponent beats them to that goal, to not be the last to realize it.

1. Divide the students into groups of five or less, as for each player in the game, you need four cards of the same type from the deck. With 5 players, the group will be able to use all of the sense cards: Sight, Sound, Hearing, Smell, and Touch.
2. Put the spoons in the middle of the table so that every player can reach them.
3. Shuffle the cards and deal them to the players. Each player will have four cards.
4. Players simultaneously choose one card from their hands, pass that card to the opponent on their left, and pick up the card they've received from the opponent on their right. Each player can never have more than four cards in his hand, so it's illegal for a player to pick up a new card before passing one to the left.

When a player collects four of a kind, he does one of the following actions, depending on which version of the game is being played:

- Spoons: As subtly as possible, take a spoon and place it in front of yourself.
- Snout: Quietly place a finger on the tip of your nose.
- Tongue: Quietly, but visibly, stick out your tongue.





When one player does this, every other player must do likewise as quickly as possible. The last player to grab a spoon, touch his nose, or stick out his tongue is the loser.

Optional: While playing Spoons or Tongue, players who either take a spoon or stick out their tongue can continue to pick up and pass cards, making it more difficult for other players to realize what has happened. (The player who actually collected four cards of the same rank must always pass the card they just picked up, because passing any other card would break up their four-of-a-kind.) This option is not available when playing Snout, since one of your hands will be occupied with touching your nose.



The last player to grab a spoon, touch his nose, or stick out his tongue is the loser and is eliminated from the game. Have students show what set of cards they collected and read sentence starter.

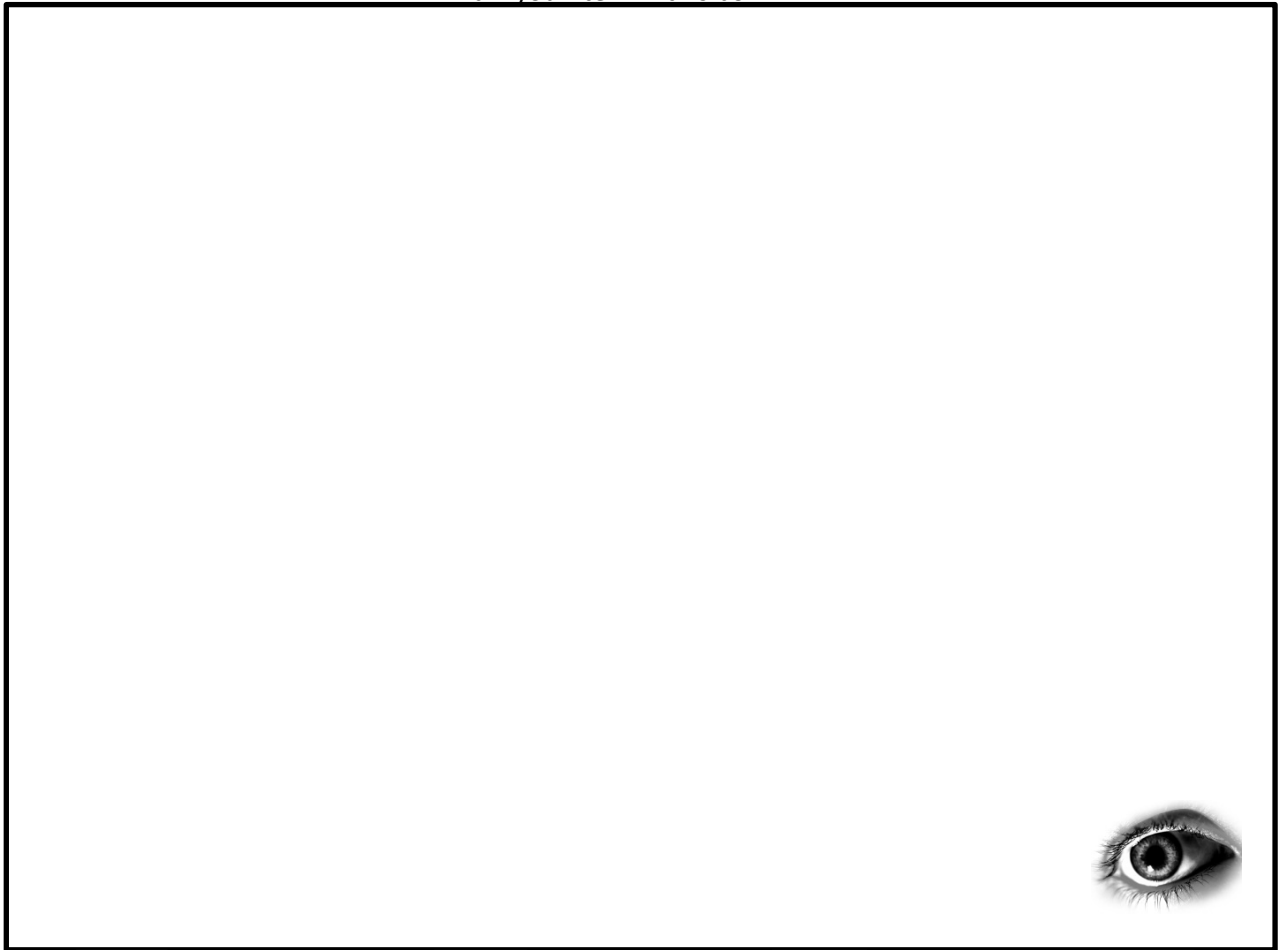
Remove a set of four cards from the deck and play another round.

#### Winning

The final two players in the game are co-winners.

# Use Your Sense

Draw your item in this box

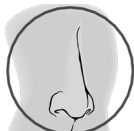


Smell

Taste

Sound

Feel/Touch





**I smell**



**I touch**



**I see**



**I taste**



**I hear**

## Lesson Plan: Food and Supermarket

### La Comida y el Supermercado

*This lesson corresponds with pages 1-17 of Ingles en Minutos: 3*

The supermarket is a place many frequent quite often. Being able to navigate the grocery store and ask for assistance is a necessary skill if you like to eat! In this lesson plan the students will enrich their language by learning the names of foods and ingredients, packaging for different foods, and vocabulary related to navigating the grocery store.

This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.



- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students' comprehension of the meaning of new words and ideas.

Begin by asking students the following questions:

- Where do you buy your groceries?
- How often do you go grocery shopping?
- What items do you usually buy at the supermarket?
- What do you do when you cannot find something at the supermarket?

Discussing these questions helps set the tone for the class topic and also accesses the students' schema by focusing on the topic and what they already know about it. Orienting their mentality toward how the topic will be applicable in their lives also makes the learning more meaningful.

### Let's Learn Vocab!

Hand out the *Lista para las compras/Grocery List* worksheet found at the end of the lesson. Have students write their own shopping list in Spanish first, filling in the first column of the worksheet. Encourage them to write items they would typically get from the store (Hint: Don't let them look in the book to find words, let them decide on their own what items they would search for in the store. This gives them more authentic and applicable learning opportunities).

After students have created their list in Spanish, have them open their books and search for the

items they wrote and write the English equivalent next to their item and practice pronouncing each item with a partner or in a group. As students practice pronunciation, be sure to closely observe and assist when necessary to ensure improvement in pronunciation. (The list students make can be used later for the *Navigating the Grocery Store* activity). Because all students will not have the same items on their lists the activity will expose them to several different vocabulary words related to items found in the grocery store.

## In What Department Would I Find That?

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It is important to know the names of the items you need to buy at the grocery store, but it is just as important to know WHERE to find the items. There are several general departments in each grocery store that food can be divided into.

The students will continue practicing the vocabulary and learning how to correctly spell the words by filling out the worksheet *In What Department Do I Find That?* The worksheet provides students with a word bank to help them spell the words correctly and to learn in what department they would find the items they need to shop for.

Place students in pair or groups, depending on the class size and dynamics. Be sure to pair students with varying abilities in order to form relationships that can help students who may have lower proficiency and provide students with higher proficiency to further improve their understanding by helping explain the activity to others. Hand out the worksheet and go over the departments that are listed, begin sure students understand what each department is and the types of foods that may go in it.

## Can You Help Me Please?

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Although students may now know the general areas in which they can find the foods on their list, they may not know where those departments are or a store may have items in different section. In those cases students need to be able to ask the store clerks where they can find a specific item.

Set up the classroom area like a grocery store by printing out numbers for aisles and placing them around the room. Have students use their grocery lists to come up either each other or the instructor and use scenario #1 below.

Students will ask where to find an item, and as the instructor tells them where it can be found they will walk to that station. If you would like to have a set of props for the items that can make the activity more interesting and engaging.



**Scenario 1:** The students will pair up in teams and they will take turns being a customer and a store clerk. The customer will ask for help and the store clerk will kindly help.

**Customer:** Where is this/that \_\_\_\_\_ at?

**Store Clerk:** We should have the \_\_\_\_\_ on aisle \_\_\_\_\_.

**Customer:** How do I get there?

**Store Clerk:** Go straight, turn left on aisle \_\_\_\_\_ and it should be on your right hand side.

**Customer:** Thank you!

Below are some different scenarios students can practice in pairs. When they are ready they can act the conversations out in front of the entire class. Encourage students to use vocabulary from the book to fill in the blanks during the conversations. While students practice, be sure to move throughout the groups and listen for correct pronunciation and make corrections as necessary.

**Scenario 2:** One of the students will be a deli clerk and the other a customer who wants meat cut.

**Customer:** I would like 5 pounds of \_\_\_\_\_ meat, please?

**Deli Clerk:** How would you like the \_\_\_\_\_ sliced?

**Customer:** I would like that thin/thick slice. Can you slice that, please?

**Deli Clerk:** I sure will.

**Scenario 3:** One student will be at customer service counter the other one will be a customer. The instructor should instruct the students to switch roles so they practice more questions.

**Customer:** Does your store have any ice cream?

**Manager:** Yes we do, they are in the frozen aisle with the \_\_\_\_\_.

**Customer:** Where is the frozen food aisle?

**Manager:** The frozen food aisle is on the right side of the store.

**Customer:** Thank you, and can I have change for a dollar?

**Manager:** You can get change when you check out.

**Customer:** Where do I go to check out?

**Manager:** At the front of the store.

**Customer:** Okay, how much does \_\_\_\_\_ cost?

**Manager:** It costs 5 dollars.



## Let's Practice!

---

Once the students have learned most of words or have a pretty good idea they will make their own recipe of how they would like their sandwiches. Below is a recipe that they will add the vocabulary words they have learned throughout the lesson. Before the students work on the recipe the instructor will briefly go over measurements. The students will be in pairs and they will take turns dictating their partner their recipe. Then, they will write a grocery list for the ingredients they need.

## Test Your Skills Game

---



The game will help the students review what they have learned and improve their skills. Have the class divided into two groups and have their team member facing them. The instructor will write a vocabulary word on a sticky note and then stick it to their foreheads. The players will listen to their team describe the word without saying the answer or saying what department they would find it in. If the team players answer it correctly they get a point. They will get 3 points if they can identify the department it belongs to. The teams will take turns playing the game. The instructor can add additional rules or make the game more complex according to the student's level.

## Creating a Grocery List

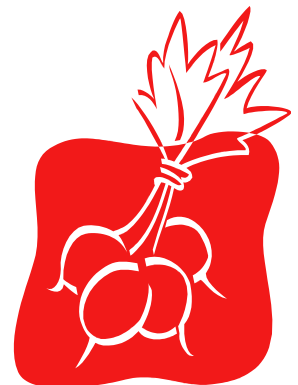
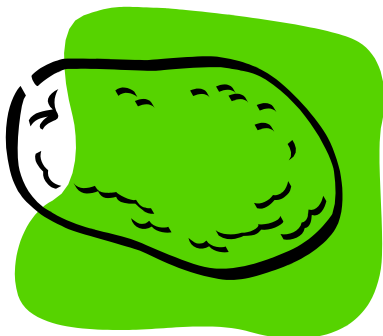
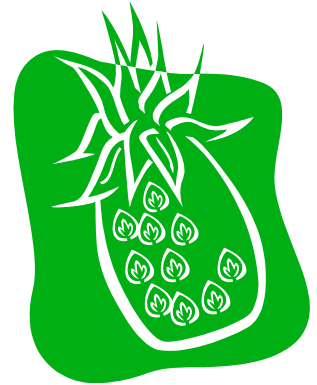
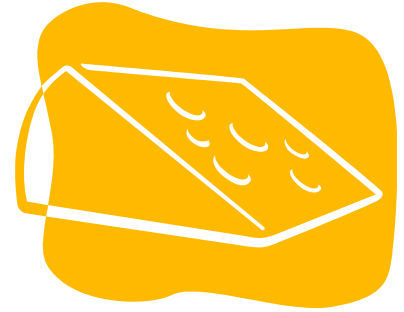
First create your grocery list in Spanish, then look up the vocabulary on pages 1-5 of *Inglés en Minutos* and create the same list in English in the second column.

### *Lista para las Compras*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### *Grocery List*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





# In what department would I find that?

Use the word bank below and write the words in the department where you would find the items.

## Bakery & Deli

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



## Mexican Foods Aisle

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



## Produce & Garden

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



## Dairy

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



## Grocery

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



## Drug & GM

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



## Baking Aisle

- 1.
- 2.
- 3.



## Frozen Foods

- 1.
- 2.
- 3.



## Meats & Seafood

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



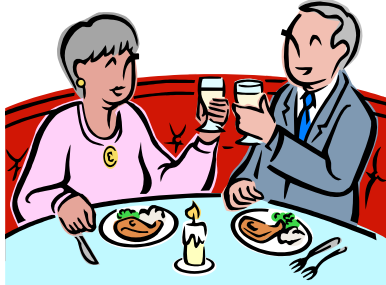
## Word Bank

Shrimp  
pie  
beef  
wedding cake  
pork chops  
cookies  
lunch meat  
ice cream  
French fries  
ice cream cake  
baby products  
dental care  
vegetables  
toilet paper  
household cleaners  
eggs  
butter  
yogurt  
milk  
chili  
mayonnaise  
noodles  
pinto beans  
oats  
all-purpose flour  
sugar  
canned fruit  
dog food  
ketchup  
cola  
breakfast cereal  
fruit  
carrot  
onion  
lettuce  
chicken

## Lesson Plan: Going to a Restaurant

### Yendo a un Restaurante

*This lesson corresponds with pages 9-17 of Ingles en Minutos: Book 3*



Going out to eat is a very common social activity. It is important that students know the words and phrases needed to order food and interact in a restaurant setting if they are going to have a pleasant experience while dining out. In this lesson, students will learn the food and drink commonly served in restaurants, key phrases for making reservations, interacting in and ordering at a restaurant.

This lesson has been developed to help develop important skills in reading such as *phonological processing*, *vocabulary development*, *syntactical processing*, *schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students' comprehension of the meaning of new words and ideas.

### For Starters...

Ask your students what kinds of restaurants they liked eat at in their country and what restaurants they like to eat at here. Write their answers on the board. After they have told you the places they like to eat, ask them the types of food they ate at those restaurants and write those on the board as well. Doing so will orient students toward what they will be learning about this class as well as give you an idea of how much students know about restaurants. See which items they can name in English while you make the list.



### Name that!

At the end of the lesson you will find many photos of the items in the vocabulary list on pages 9 through 11. Cut them out and divide the class into two teams. Hold up one photo at a time and see if students can name the item. The first team to be able to name it in English gets a point. Students can use the book to search for the item and look at the pronunciation in order to name the item if they do not already know.

## For More Practice...

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Included at the end of the lesson is also a matching worksheet called *Restaurant Vocabulary* that can be used to help students become familiar with the vocabulary as well. This can be used before the class activity or after, but can be a good way for individuals to assess their vocabulary skills.

## Show Me How It's Done!

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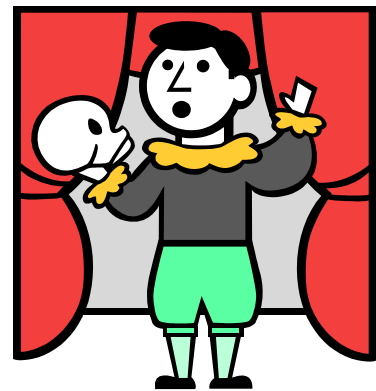


Group students into groups of 4 or 5, modifying depending on your group of students, and tell them they will be working together to show us how they order food in a restaurant in a skit in their native language or in English if they feel comfortable. This will get students oriented with the conversation style that takes place between the customer and the restaurant staff. While students work on their skit, walk around the room and observe the phrases and key words they use. You can choose to have them perform the skit in front of the class if you wish.

## Role-play

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Divide the class into pairs. Pass out the following role play scenarios. Go over each scenario with the group, explaining when each would be used, and be sure students understand questions and answers they will be using. Practice pronunciation of difficult words or phrases. Remind students they can refer to their books to aid in pronunciation while they practice as well. Have students practice the role plays together and monitor them by circling the classroom. Have students perform the role plays in front of the class if you like. Encourage them to be creative and expressive with their tone and gestures.



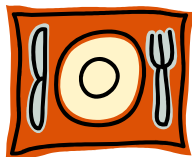
## Practice Worksheet

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Use the *Are You Thinking What I Am Thinking and Saying??* worksheet to have the students continue to practice phrases that will be needed for the restaurant and their daily lives (found on page 17 of the book). Have students analyze the picture and read the information above the pictures to help them find the phrase that could be used in each situation. All the phrases are on the last page.

## Find Your Place!

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Another important part of eating out is knowing what is on your table. That way, if they ever need to ask for an item in a restaurant they will be prepared. A great way to help your students learn the names of these items is for them to get hands on and build their own table set. Bring the “Set the Table” items listed on page 18 of *Ingles en Minutos* and have students set up their table as they would see it in a restaurant. As they are working to set up their table, walk around the room and ask them the names of the items they are placing and see which group can name all the items used.

## Scenario 1: Making a Reservation

**Customer: (Calls on the phone.)**

**Restaurant:** Hello. McCormick's Seafood. Can I help you?

**Customer:** Yes. I would like to make a reservation for four.

**Restaurant:** When would you like it?

**Customer:** Tonight at seven.

**Restaurant:** We are booked until 7:30. Would you like to come in then?

**Customer:** Yes. I would.

**Restaurant:** What name shall I put your reservation under?

**Customer:** \_\_\_\_\_. (Customer gives his/her last name.)

**Restaurant:** All right. We will see you then Ms/Mr. Lopez (Last name.)



## Scenario 2: Ordering Lunch or Dinner

**Waiter:** Are you ready to order, sir?

**Customer:** No. We need a few more minutes.

**Waiter:** (Waiter comes back after a few minutes.)

Have you decided, sir?

**Customer:** Yes. I will have the Caesar salad for starters, and my wife will have the vegetable soup.

**Waiter:** What would you like for the main course?

**Customer:** I will have the T-bone steak and my wife will have the fried chicken with broccoli.

**Waiter:** I'm afraid we are out of T-bone.

**Customer:** What do you recommend?

**Waiter:** The salmon is excellent.

**Customer:** I will take that.





**Waiter:** What vegetables do you want with your salmon, sir?

**Customer:** I would like the mashed potatoes and salad. My wife will have the salad as well.

**Waiter:** Certainly. What would you like to drink?

**Customer:** Water with lemon. (Tea, milk)

**Waiter:** I will be right back with your waters.

### Scenario 3: Time for Dessert

**Waiter:** Will you be having any dessert?

**Customer:** No. Just bring us our bill, please. (It might be different) Yes. We would like an apple pie and the cheesecake.

**Waiter:** I will be right out with that.



### Scenario 4: Ordering Breakfast

**Waitress:** Good morning. Are you ready to order?

**Customer:** Yes. I am ready. Thank you. I would like two eggs, two slices of bacon, and an order of toast with jam and butter.

**Waitress:** How would you like your eggs?

**Customer:** Scrambled.

**Waitress:** What would you like to drink?

**Customer:** I would like some milk. (orange, juice, tomato juice, tea)

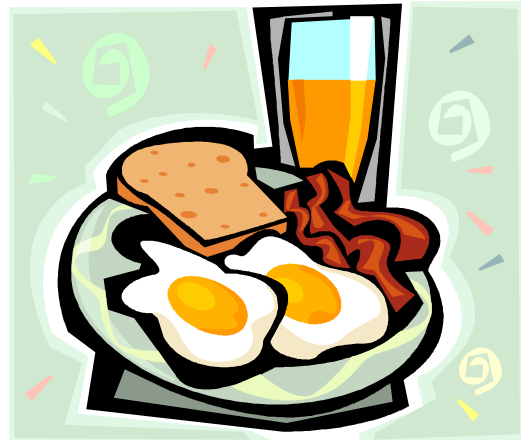
**Waitress:** Large or small glass?

**Customer:** Large, please

**Waitress:** Anything else?

**Customer:** Yes. An order of pancakes

**Waitress:** Yes sir. Coming right up.



## Are you thinking what I am thinking and saying???

Carefully analyze each picture and sentence and choose the phrase that best fits each. Use the phrases on the bottom of the last page to help you find out what they are thinking and saying.

1. This man looks hungry, what do you think he is thinking?



- 
2. Is he lost or what is he looking for?



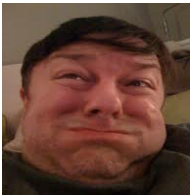
- 
3. He is sticking his hand out for a paper.



- 
4. They are pointing to a specific area for people who care for their lungs.



- 
5. How is the food?



6. WOW! It looks like...



---

7. Why is he still holding his bowl?



---

8. Would you like some more pie?



---

9. What is the waiter bringing?



---

10. You call the restaurant and make a?





11. He likes vegetables and fruits but...



#### Phrases

**No more for me, thank you.**

**I am full.**

**Where is the dining room?**

**I don't eat meat.**

**May I have my receipt?**

**I have a reservation.**

**What time is breakfast served?**

**Please bring the check.**

**It's awful!**

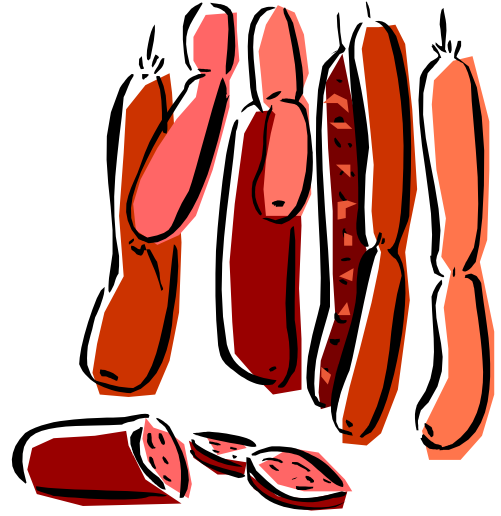
**I would like some more, please.**

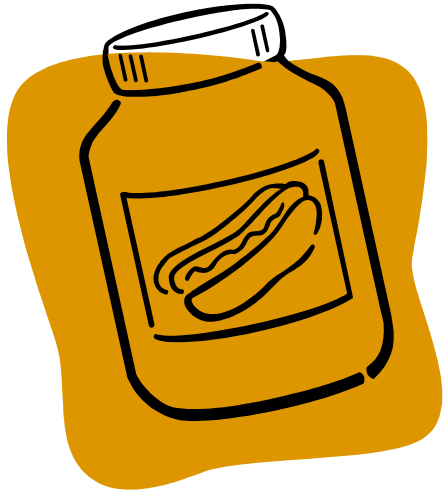
**The no-smoking area, please.**

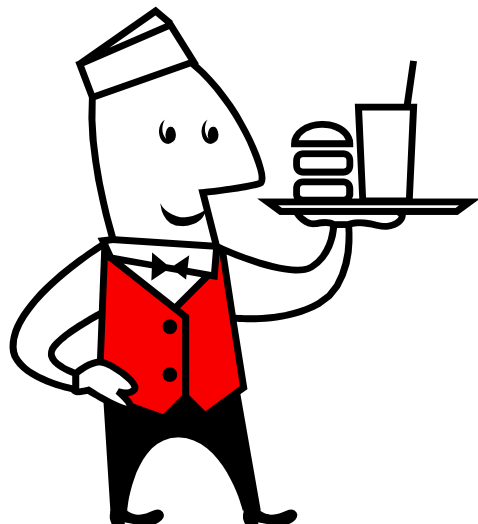
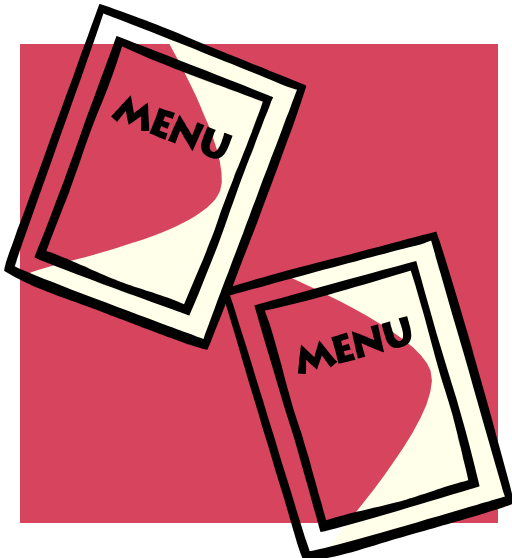
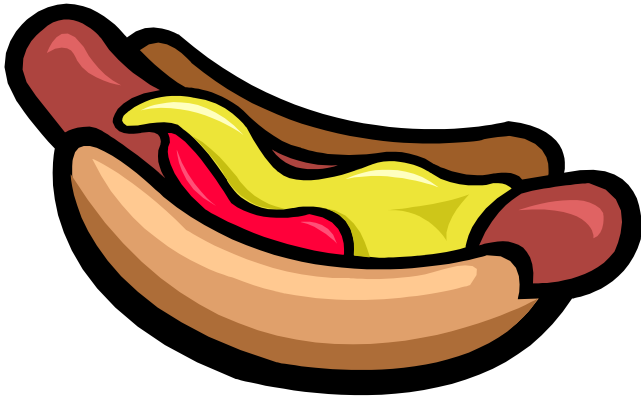
## Restaurant Vocabulary

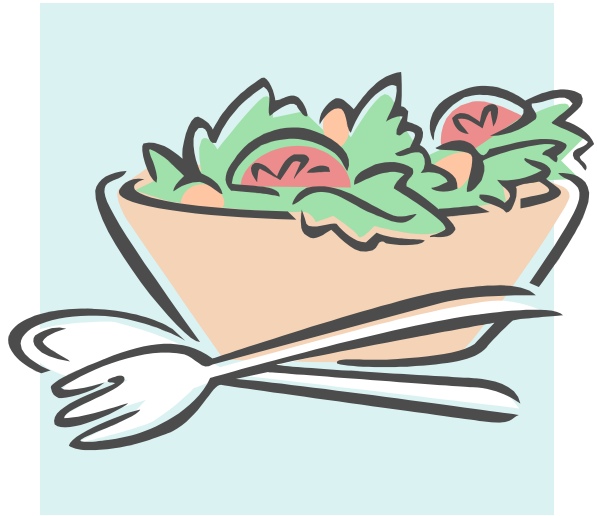
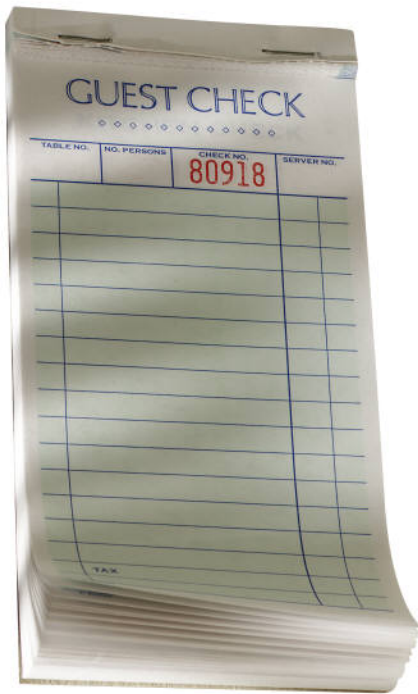
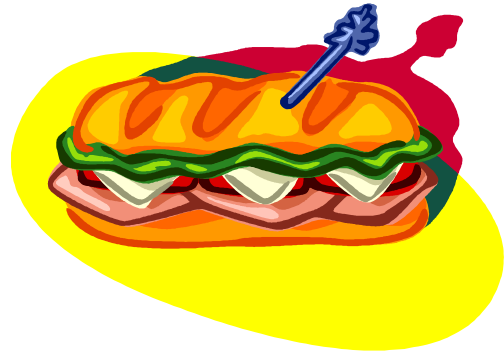
Draw a line to from the English with the Spanish word.

Water	Chocolate caliente
Rice	Ingredientes
Tray	Agua
Milkshake	Ensalada
Snack	Carne de borrego
To-go bag/box	Cuenta
Black coffee	Lista de precios
Lamb	Arroz
Ketchup	Costillas
Hot chocolate	Mesero
Club sandwich	Charola/Bandeja
Ribs	Entrega a domicilio
Bill/check	Licuado/Batido
Delivery	Mesero/a
Topping	Salsa de tomate
Salad	Bocadillo
Price list	Club sándwich
Server	Bolsa/Caja de comida sobrante
Waiter	Café negro
Waitress	Postre
Order	Relleno
Baked potato	Pollo Frito
Fish and chips	Mesera
Straw	Puré de papas
Gratuity/tip	Ordenar/Pedir
Mashed potatoes	Propina
Fried chicken	Recalentar
Dessert	Papa horneada
Reheat	Refresco
Soft drink	Pescado con papas fritas
Filling	Popote/Pajita

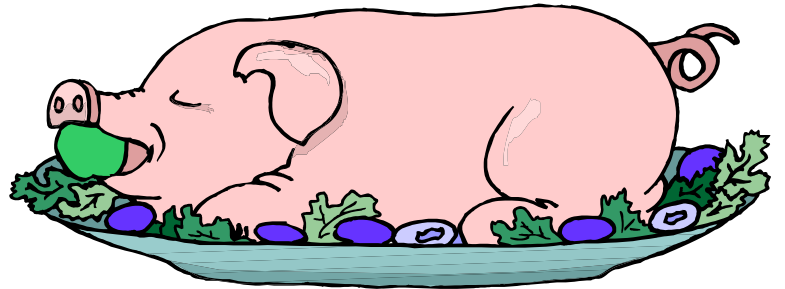












## Lesson Plan: The House and Its Rooms

### La Casa y sus Habitaciones

*This lesson corresponds with pages 18 – 27 of Ingles en Minutos: Book 3*



Our home is often where most our time will be spent in a lifetime. For this reason it is important we know how to communicate about any problems that may arise within our house. Being able to name important items and areas in the home is a great skill for those learning in English and will help them in the event they may need to call for assistance. In this lesson plan the students will learn the names of the things inside their house in case they have an electrical problem, drain problem or if they just want to remodel.

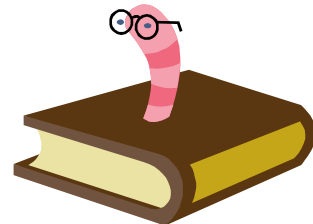
This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students comprehension of the meaning of new words.

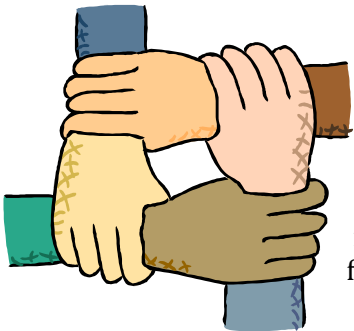
There are also suggestions throughout the lesson where accommodations for different language level needs can be made in order to best reach your group of students.

### What Do You Recognize?

To kick off the lesson and get the students oriented to the class topic for the day, *read In a People House* by Dr. Seuss. As you read, have students keep notes of what household items they hear read during the story or see in the photos. After reading the book, have students discuss the items they heard in the story and point out some they may have missed as well.



### Household Vocabulary Practice



In this activity students will become more familiar with the English vocabulary related to the home. Cut out the pictures and words listed at the end of the lesson under *Vocabulary Practice*. Pass out all the pictures and words to students in the class. Have the class work as a team to find the correct word for each picture you have given them. Have them work for 5-10 minutes, and then let them use their books to check their work or find the pairs they could not find.



## Fill in the Blank

---

At the end of the lesson is a *Fill in the Blank* worksheet that allows students think and imagine the situations where they will use household vocabulary. Work with students to review what the sentences mean and be sure to answer any questions they may have about unfamiliar words and phrases. The word bank at the bottom of the worksheet can be used to help students narrow the vocabulary they will need for the activity. This is a great activity for syntactical processing as they must recognize the phrases and situations in which the new vocabulary could be used.

## Put that Vocab to Use!

---



The following three scenarios will give your students the opportunity to use all that vocabulary they have been working to memorize. Tell your students to imagine they just bought a new house or moved into an apartment. Now it's time to make it feel like home. They will call a home decorator to help you remodel and decorate your house. They will also need to go shopping for the items for their kitchen and room. Don't forget to go to the home improvement store for everything in the bathroom and laundry room. Divide your students into pairs and assign one of the three scenarios to each group. After the groups have practiced one scenario, have them take turns acting out the three scenarios so they can continue to practice vocabulary and phrases used in such situations. For fun, have them act it out for the class!

### Scenario 1: Decorating a New Home

**Home Decorator:** Hello Mr. \_\_\_\_\_. Congratulations! You have your own place now. I will do whatever you would like to make your house feel like a home.

**Owner:** Hi, and thank you.

**Home Decorator:** Before we start I have a few questions. Do you live in a house or an apartment and what room would you like to remodel?

**Owner:** I live in a house and I want to remodel my living room.

**Home Decorator:** What color would you like to paint your walls and furniture?

**Owner:** I would like my walls to be painted red and the furniture black cherry.

**Home Decorator:** What types of paintings would you like?

**Owner:** I would like my paintings to be all about nature.

**Home Decorator:** Is it fine with you if you buy two sofas and 1 armchair?

**Owner:** That is exactly what I was going to buy.

**Home Decorator:** What color would you like the curtains to be?

**Owner:** I would like the curtains to be a light color because I like to see the sun every morning.



## Scenario 2: Shopping in the Home Center department

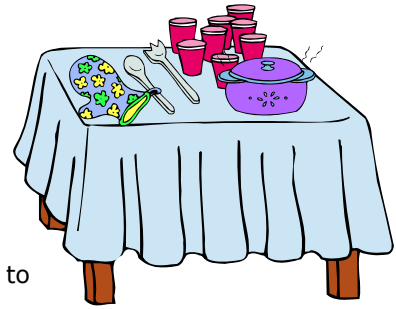
**Customer:** Hi, do you guys have a table for my kitchen?

**Store Clerk:** Of course we do. Let me show you where they are at.

**Customer:** Please. I just bought a house and need to buy everything.

**Store Clerk:** I can help you find whatever you need.

**Customer:** Thanks. Now that we have the table, where are the things to set the table?



**Store Clerk:** Here they are. You will need tablecloths, silverware and plates.

**Customer:** What about the bowls, cups, and glasses and placemats?

**Store Clerk:** Oops! Almost forgot those. You are only missing two things now: a toaster and microwave.

**Customer:** Yes, and I would like those to be small and black please.

**Store Clerk:** Great! We just received new toasters and microwaves.

**Customer:** I would like a set for my bed that has a bedspread, sheets, and pillow cases.

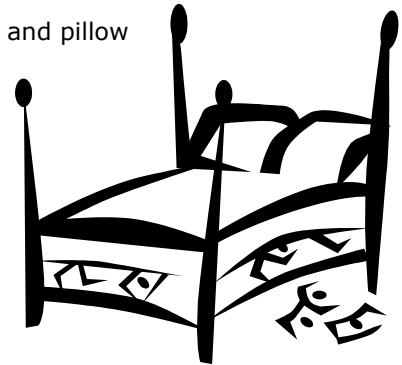
**Store Clerk:** Is the set for a single or double bed?

**Customer:** I am not sure but my mattress is for two people.

**Store Clerk:** It's a double bed.

**Customer:** Thanks for all your help.

**Store Clerk:** Any time!



## Scenario 3: Home Improvement Store

**Store Clerk:** Hello, may I help you?

**Customer:** Yes, please. I am looking for a big bathtub.

**Store Clerk:** I will show you the different bathtubs we have right now.

**Customer:** Is there a set of a bathtub, shower head and sink that can buy?

**Store Clerk:** No, they are sold separately.

**Customer:** Okay. Where are your vacuums and irons at?

**Store Clerk:** They are in different aisles. Let me go head and take you and show you.

**Customer:** Thanks. I will also need a washing machine and tumble dryer too.



**Store Clerk:** We have a wide selection of those.

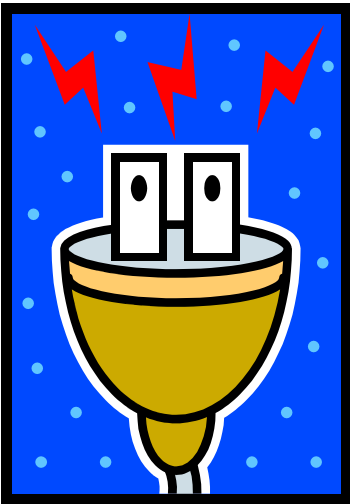
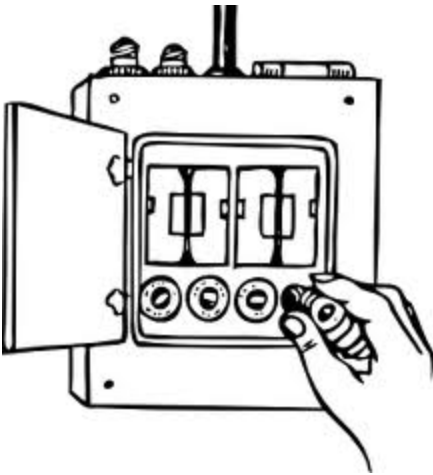
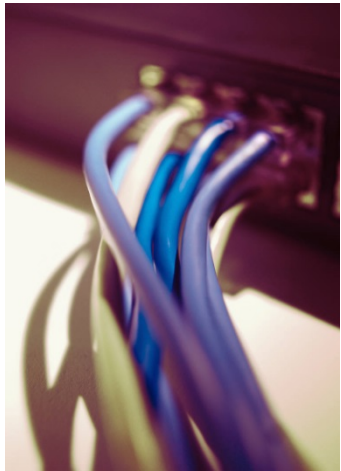
**Customer:** I am glad because I want the fastest washing machine and tumble dryer.

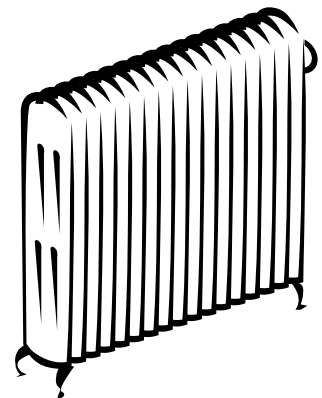
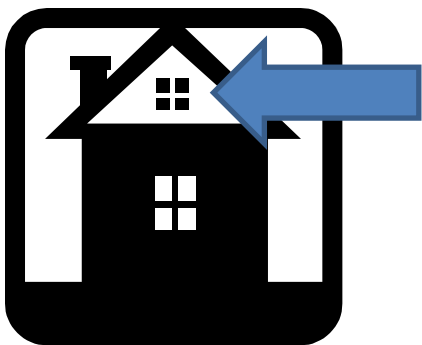
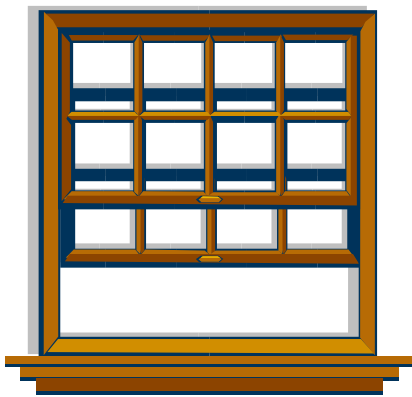
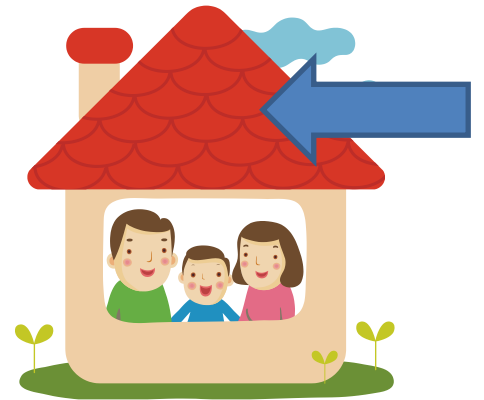
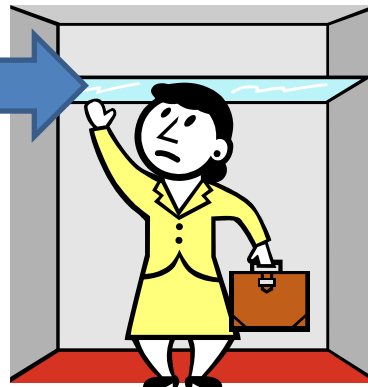
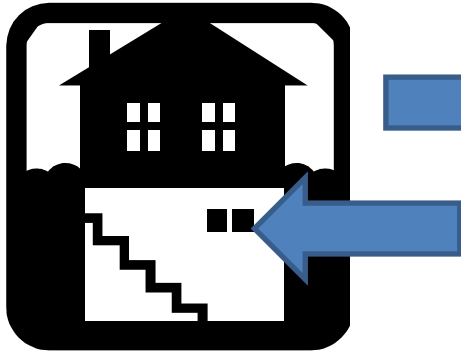
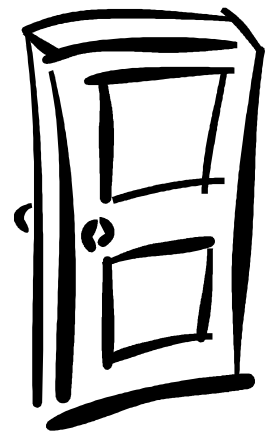
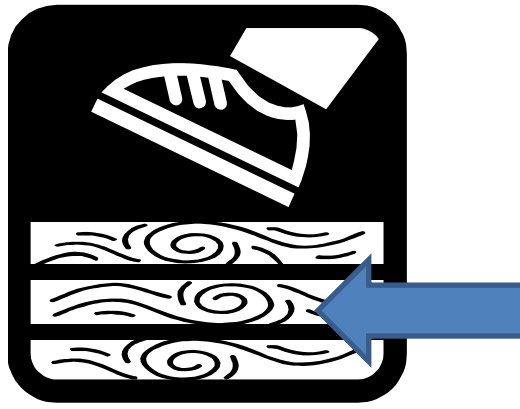
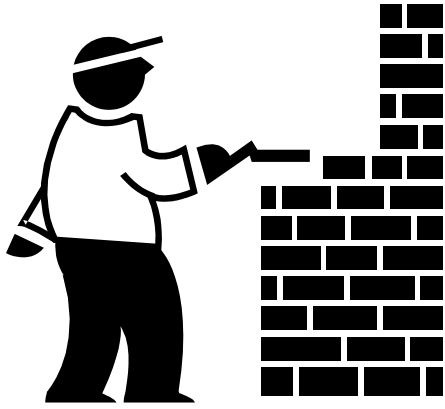
**Store Clerk:** They just brought washing machines and tumble dryers that do all the work in a few minutes.

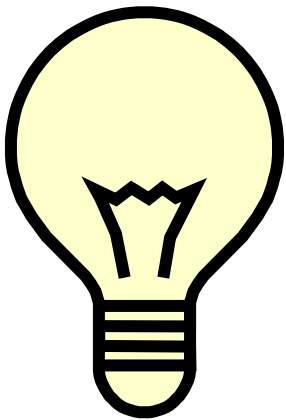
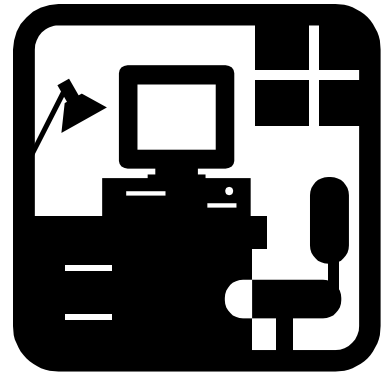
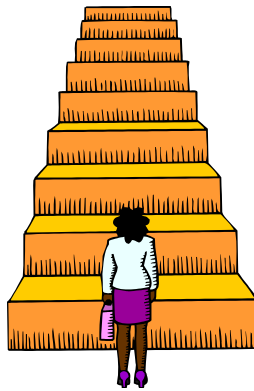
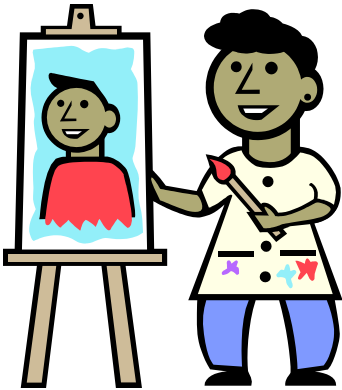
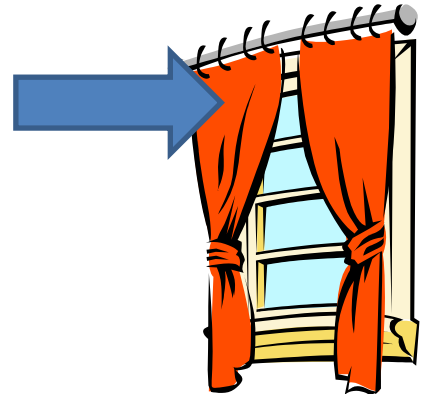
**Customer:** I appreciate all your help.

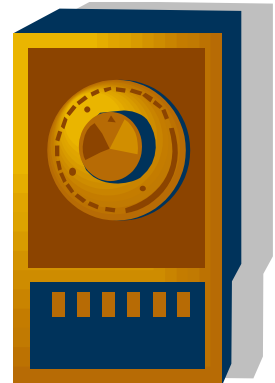
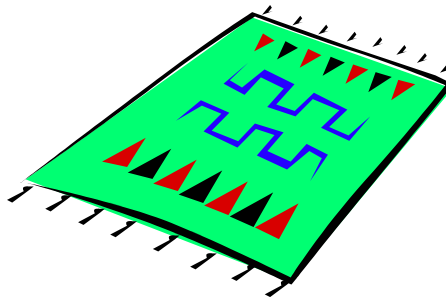
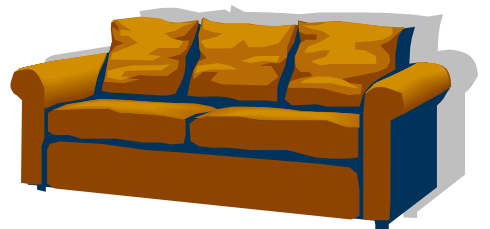
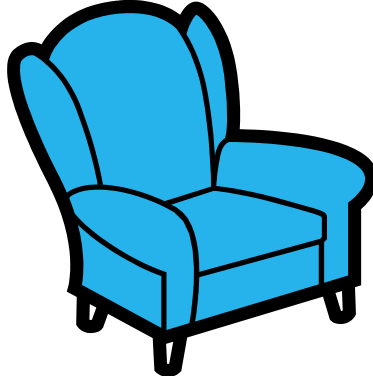
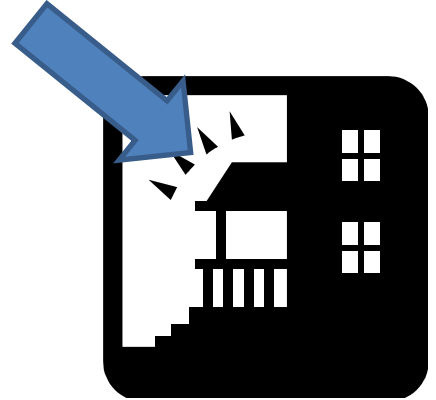
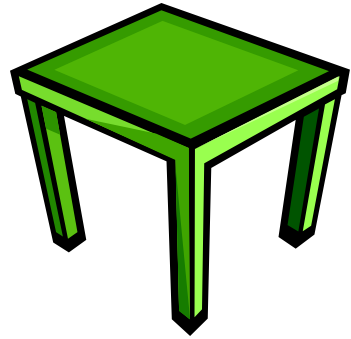
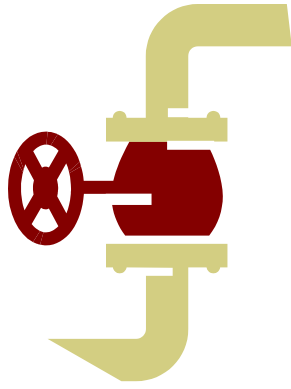
**Store Clerk:** Thanks.

# Vocabulary Practice

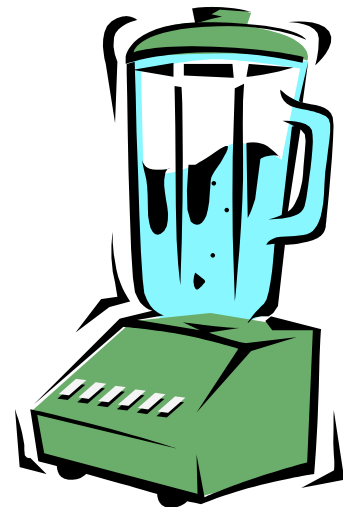
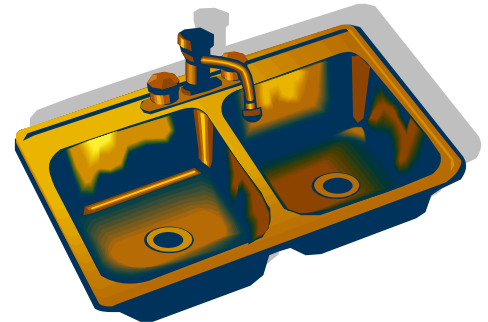
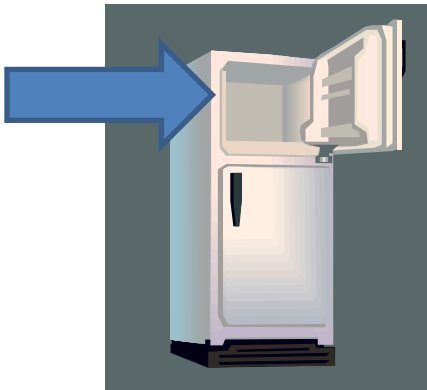
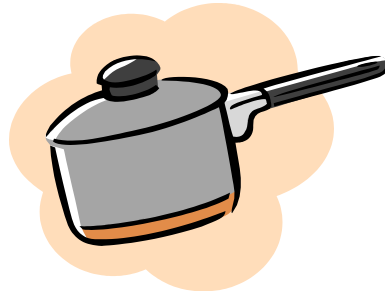
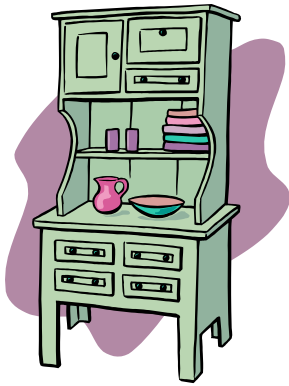




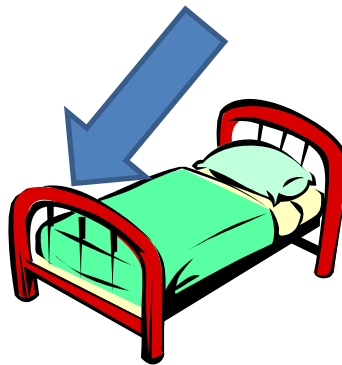
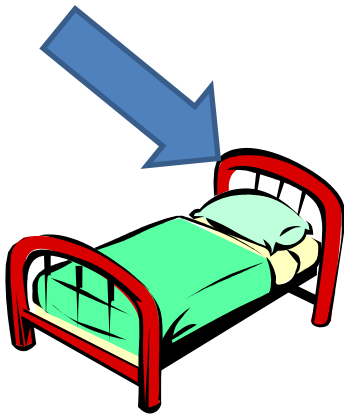
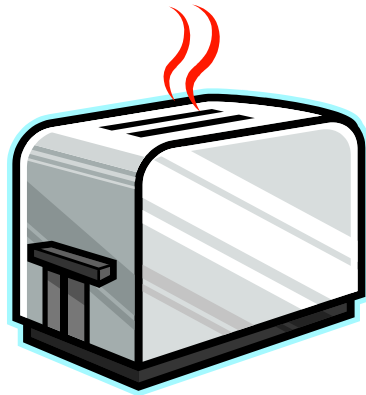
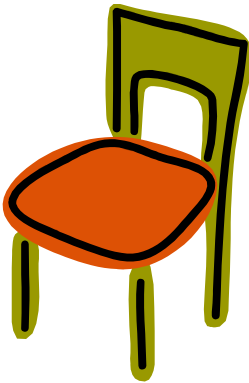
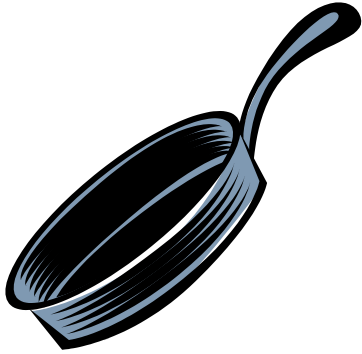
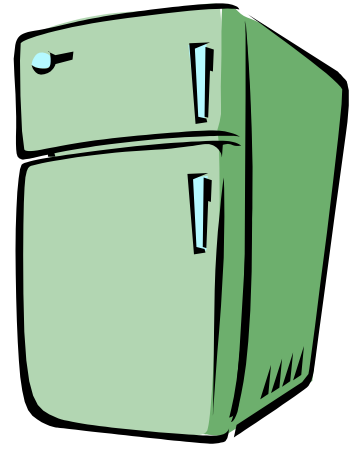


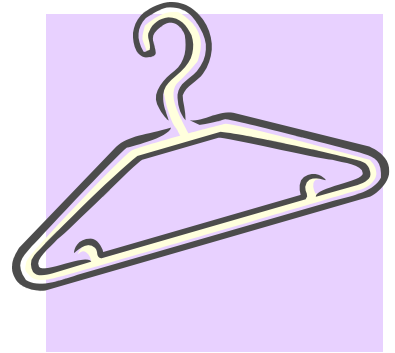
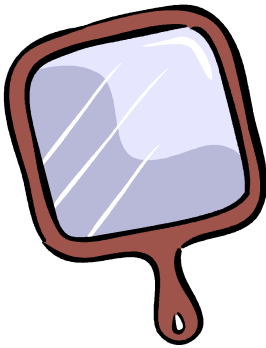
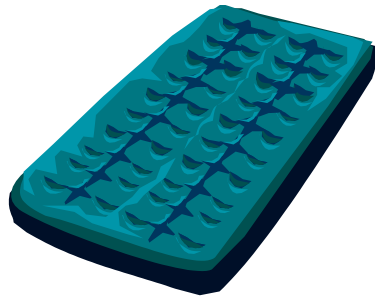


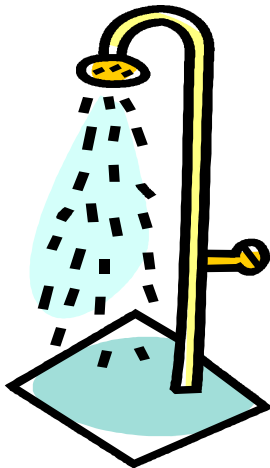
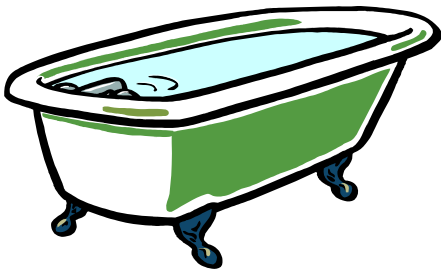
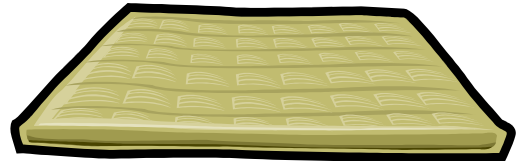
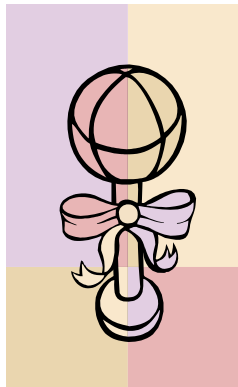
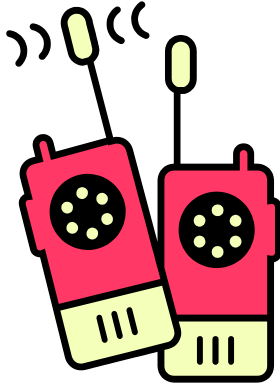
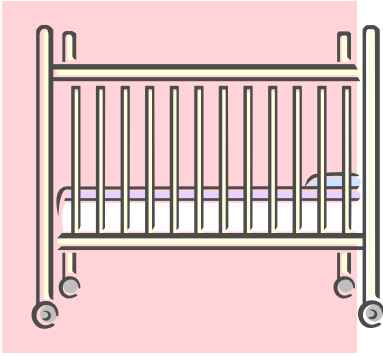


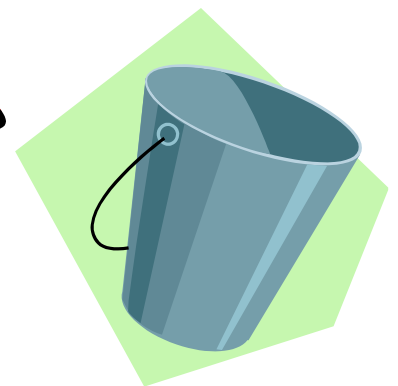
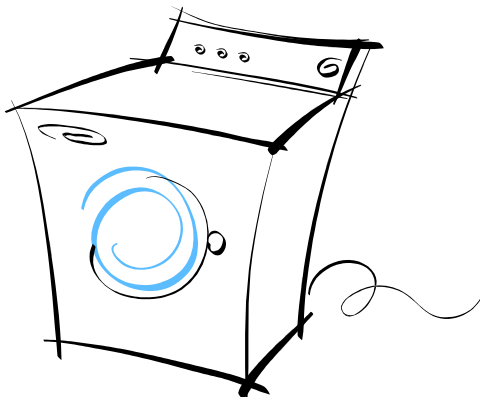
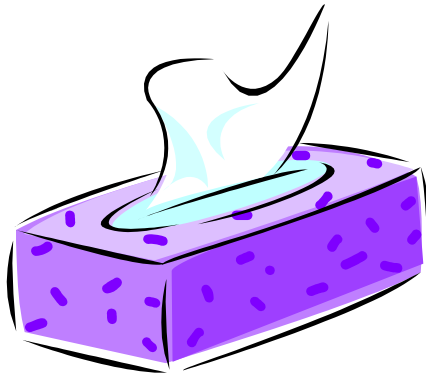
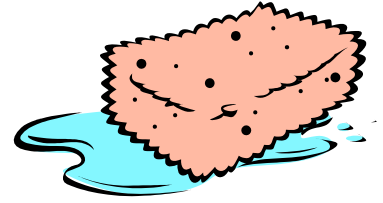
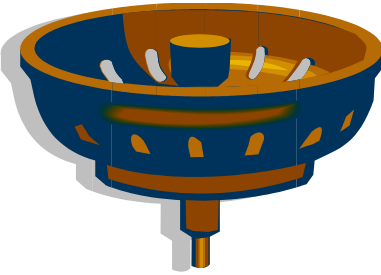
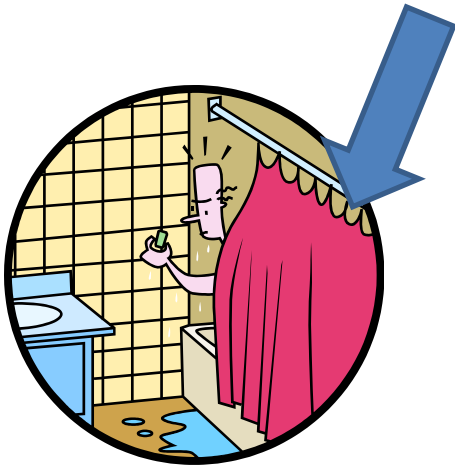


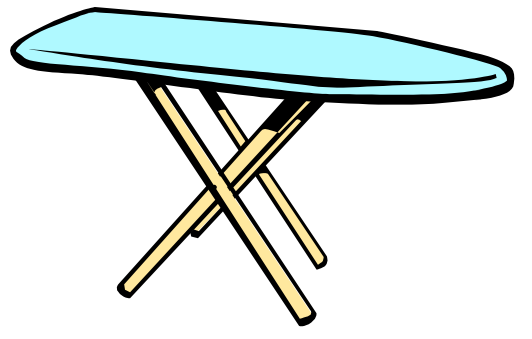
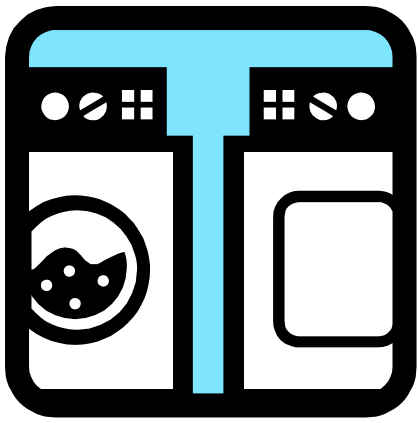
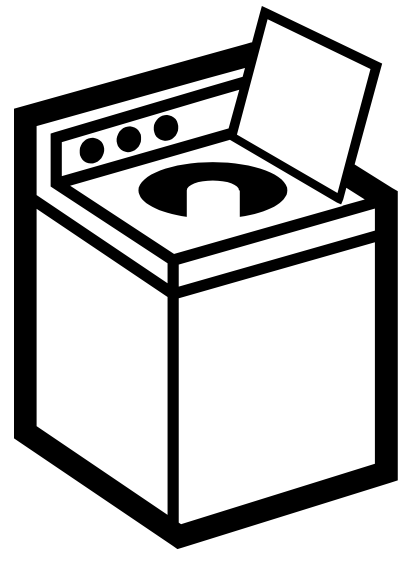
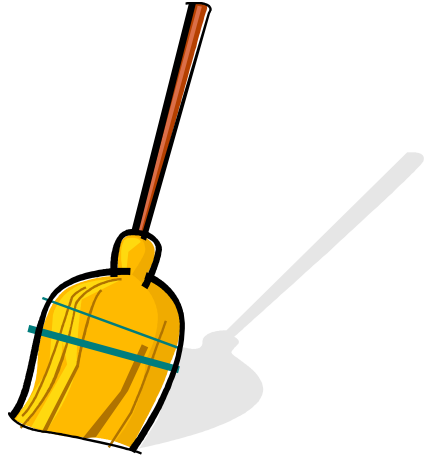
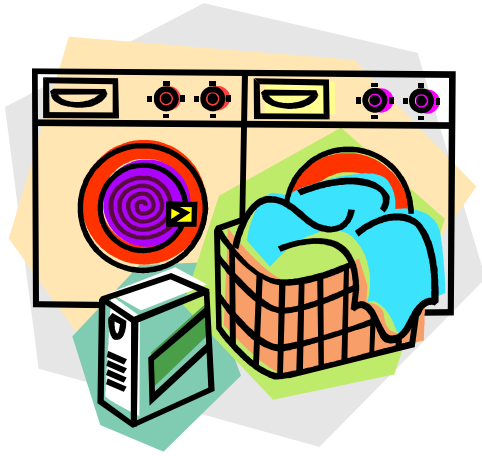












<b>Water</b>	<b>Curtain</b>	<b>Painting</b>
<b>Appliance</b>	<b>Staircase</b>	<b>Study</b>
<b>Cable</b>	<b>Light Bulb</b>	<b>Lamp</b>
<b>Fuse Box</b>	<b>Bookshelf</b>	<b>Key</b>
<b>Home</b>	<b>Shutoff Valve</b>	<b>Coffee Table</b>
<b>Garage</b>	<b>End Tables</b>	<b>Venetian Blind</b>
<b>Electrical Power</b>	<b>Porch</b>	<b>Front Door</b>
<b>Room</b>	<b>Arm Chair</b>	<b>Sofa</b>
<b>Furniture</b>	<b>Doormat</b>	<b>Rug</b>
<b>Wall</b>	<b>Thermostat</b>	<b>Door Bell</b>
<b>Floor</b>	<b>Fan</b>	<b>Kitchen</b>
<b>Door</b>	<b>Cabinet</b>	<b>Saucepan</b>
<b>Basement</b>	<b>Freezer</b>	<b>Countertop</b>
<b>Ceiling</b>	<b>Sink</b>	<b>Faucet</b>
<b>Roof</b>	<b>Oven</b>	<b>Blender</b>
<b>Window</b>	<b>Table</b>	<b>Microwave</b>
<b>Living Room</b>	<b>Set the Table</b>	<b>Refrigerator</b>
<b>Insulation</b>	<b>Frying Pan</b>	<b>Chair</b>
<b>Door Knocker</b>	<b>Toaster</b>	<b>Closet</b>

<b>Attic</b>	<b>Headboard</b>	<b>Bed</b>
<b>Mailbox</b>	<b>Blanket</b>	<b>Quilt</b>
<b>Space Heater</b>	<b>Mattress</b>	<b>Chest of Drawers</b>
<b>Gutter</b>	<b>Mirror</b>	<b>Night Stand</b>
<b>Lock</b>	<b>Hanger</b>	<b>Alarm Clock</b>
<b>Fireplace</b>	<b>Sheet</b>	<b>Bottle</b>
<b>Pillow</b>	<b>Stroller</b>	<b>Baby Rash Cream</b>
<b>Crib</b>	<b>Baby Monitor</b>	<b>Toy</b>
<b>Stuffed Toy</b>	<b>Teddy Bear</b>	<b>Diaper Bag</b>
<b>High Chair</b>	<b>Rattle</b>	<b>Bathmat</b>
<b>Bathtub</b>	<b>Medicine Cabinet</b>	<b>Shower</b>
<b>Shower Curtain</b>	<b>Drain</b>	<b>Sponge</b>
<b>Toilet</b>	<b>Shower Head</b>	<b>Tissues</b>
<b>Towels</b>	<b>Hot/Cold Faucet</b>	<b>Vacuum Cleaner</b>
<b>Tumble Dryer</b>	<b>Laundry Basket</b>	<b>Pail</b>
<b>Laundry Room</b>	<b>Broom</b>	<b>Washing Machine</b>
<b>Iron</b>	<b>Ironing Board</b>	<b>Mop</b>

# Fill in the Blank

Read the sentences below carefully and fill in the correct word or words from the word bank.



1. Please clean the \_\_\_\_\_ ; it is messy and the car doesn't fit anymore.
2. I want to buy new \_\_\_\_\_ because I want to redecorate my house.
3. The storm shut the lights off so I went to the \_\_\_\_\_ to flip the switch.
4. Hang the fan on the \_\_\_\_\_, please.
5. The \_\_\_\_\_ is due today, so the \_\_\_\_\_ will be here to pick it up like every month.
6. It's getting cold! I will turn on the \_\_\_\_\_ to keep us nice and warm.
7. In an EMERGENCY use the \_\_\_\_\_ instead of the elevator.
8. The police officer pulled me over because my car's \_\_\_\_\_ was out.
9. Use the key to turn the \_\_\_\_\_ in the front door of your house for safety.
10. I will grab a book from the \_\_\_\_\_ and sit in the \_\_\_\_\_ to read it.
11. Please take out the \_\_\_\_\_ because I feel like cooking.
12. Turn on the \_\_\_\_\_ and wash your dirty hands!
13. Who took the \_\_\_\_\_? I want a milkshake!
14. I can tell that my \_\_\_\_\_ is wearing out because I am not sleeping well.
15. I use 6 \_\_\_\_\_ in the winter because I always feel cold.
16. I went into the \_\_\_\_\_ and grabbed a clean \_\_\_\_\_ for my bed.
17. In the \_\_\_\_\_ you will find something for your headache.
- 18 Your \_\_\_\_\_ is ready so you can take a \_\_\_\_\_ and feel fresh.
19. I use my \_\_\_\_\_ to clean the floors.
20. The \_\_\_\_\_ is full of clothes and I am getting ready to use the \_\_\_\_\_.

## Word Bank

fuse box  
garage  
medicine cabinet  
shower  
furniture  
ceiling  
rent  
bookshelf  
landlord  
tumble dryer  
chimney/fireplace  
vacuum cleaner  
light bulb  
lock  
armchair  
frying pan  
faucet  
blender  
mattress  
blankets  
sheet  
towel  
washing machine  
staircase  
closet

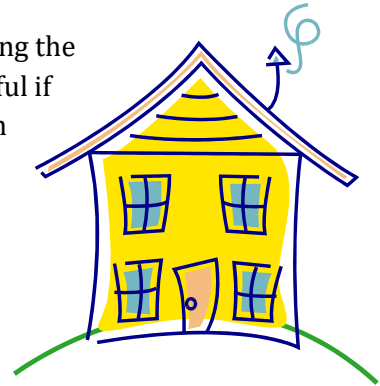


## Lesson Plan: Things to do in the Home.

### Cosas para Hacer en el Hogar

*This lesson corresponds with the pages 28-35 of Ingles en Minutos: Book 3*

Taking care of our home is an aspect of daily life. Whether it is cleaning the house, fixing problems in the home, or washing the clothes, it is helpful if students know the key words and phrases to be used. This lesson can also be beneficial if students work in home construction/remodeling or for a cleaning service.



This lesson has been developed to help develop important skills in reading such as *phonological processing*, *vocabulary development*, *syntactical processing*, *schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students comprehension of the meaning of new words and ideas.

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## Chores around the House



Who is going to clean the house? We all have responsibilities and an important one is cleaning where we live. There are many chores to do in the home and in this section students will learn key vocabulary and phrases to be used when discussing household chores.

Begin with a discussion about the chores students do in their homes to help them begin to think of the topic of the class. This will activate student schema and help them to analyze what they may already know about chores and how to say them in English. Here are some questions to ask them:

- How old were you when you began to do chores?
- What kinds of chores were you in charge of?
- What chores did you like the most and the ones you liked the least?
- Do you still do chores today?
- How do you feel about chores in general?

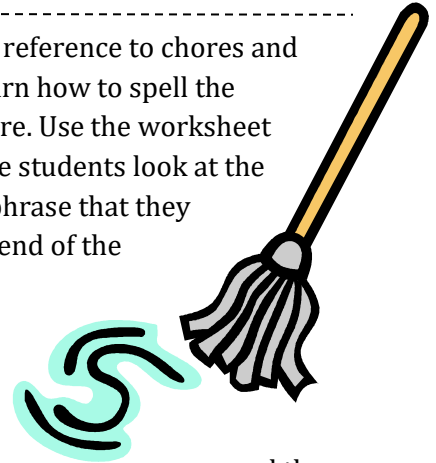
After the discussion you should read *Chores Chores Chores!* By Salina Yoon. It's a book with rhyme and rhythm and it talks about the chores all around the house. Or you can read *The Berenstain Bears and the Trouble with Chores* by Jan & Stan Berenstain. In this book you will find out what happens when the mess builds up. If you have advanced students have them help you read or ask for volunteers. While you read have students listen for words or phrases related to chores they may already know. Discuss the types of chores done or that should be done by reviewing the photos in the book to give students a visual representation to go along with the discussion.

## Matching Phrases

---

In this worksheet the students will be able to visualize phrases used in reference to chores and have a better understanding of what they mean. It would help them learn how to spell the words correctly and adds additional words that they had not seen before. Use the worksheet Matching Phrases, which can be found at the end of the lesson. Have the students look at the picture included in each question, read the information and write the phrase that they think best fits the picture. The phrases are listed in a word bank at the end of the worksheet to help them and they are only used once.

Phrases to be used can be found on pages 28 and 29 of *Ingles en Minutos Book 3*. Encourage students to use the book as a reference in determining what the phrases are saying as well as to aid in pronunciation. While students work to complete the worksheet, walk



around the room and listen while they discuss and practice pronunciation, making corrections as necessary.

## I Fit There!

---

This worksheet will help students identify what types of chores are done in different parts of the house. Have students refer to the phrases written on the *Matching Phrases* worksheet and determine in which room they may do that chore. Leave the room open for discussion as some chores could be done in various rooms. Encourage students to use English as much as possible in their discussion about the rooms and the chores that could be done there.

## Charades!

---



Divide the class into two even teams. Before you start the game explain to the students that one person from team 1 will come up, be given a phrase, and act it out without talking. The team must try to figure out what he is acting out within 3 minutes. If their team can guess the correct phrase within the 3 minutes they get a point. Then team 2 will send up their first actor and they will try to guess his phrase within 3 minutes. Everyone must participate!

While one of the teams is guessing the rest members of the opposing team can write what they think the phrase is on a piece of paper. Whether the team can guess the phrase or not, tell everyone the phrase the student was acting out and have them write it. You can add the following or your own rules to the game:

1. The only ones that are allowed to participate are the team members.
2. If anyone else talks they lose a point.
3. The other team cannot help.

## Let's Practice!

---



Use the following scenarios to get students moving and simulating situations where they would use the phrases they have been working so hard to learn. Pair students together and let them practice the dialogs below. Encourage them to practice with the pronunciation guide in the book as they practice and listen carefully and correct when you hear common mistakes. Option: Have students act out the dialogs for the class after practicing.

### Morning Chores

**Mother:** Good morning dear. Did you make your bed?

**Child:** Good morning Mom. Yes, I did. I also put up my laundry.

**Mother:** Great! I am going to wash the dishes, clean the sink, and sweep the floor and then we can leave for school.

**Child:** Ok. I will take out the trash while you do that.

### Afternoon Chores

**Man:** Hey honey, I am going to empty the wastebasket and take out the trash. Then I will be in to wax the kitchen floor.

**Woman:** Sounds good. I will mop the floor before you get back. Then I will wash the laundry. Could you wash the windows this afternoon as well?

**Man:** Of course. Are you going to clean the bathroom today?

**Woman:** Yes, I want to clean the sink and the tub.

**Man:** I will dust and then polish the furniture while you do that. After, I will vacuum the carpet.

**Woman:** Perfect! I will fix dinner so it will be ready when you are done.

### Working Outside

**Person 1:** Good afternoon \_\_\_\_\_! Are you ready to mow the lawn?

**Person 2:** Good afternoon! I am, but shouldn't we trim the tree and pick up the fallen branches first?

**Person 1:** Oh, yes. Good idea. We should also rake the leaves.

**Person 2:** Sounds like a plan. After we mow the lawn I think we should plant a tree.

**Person 1:** Yes, and pull weeds.

**Person 2:** Last we should water the plants.

## Household Problems

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Whether you are working to fix a home yourself or you need to call a handyman to help fix what has gone wrong, it is important to know what tools will be used and what types of problems you may encounter. In this part of the lesson students will learn the tools used around the house and how to say some problems they may encounter in the home.

### Let's Practice!

---

Use the following dialogue to help students practice what it would be like to call a handyman or have to explain a problem to a handyman when he arrives at your home.

#### Scenario 1: Problems with the freezer and refrigerator

**Handyman:** (Answers the phone). Hello, you've reached Mr. Fix It. How can I help you?

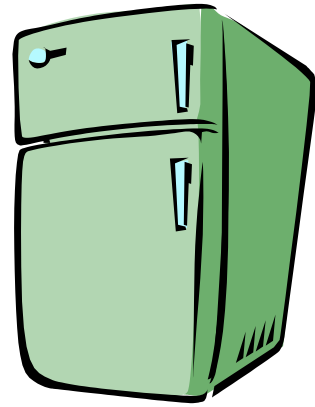
**Homeowner:** Hello, yes. My freezer and refrigerator quit working.

**Handyman:** Ok ma'am. What seems to be the problem?

**Homeowner:** Well, it is plugged in and looks hooked up, but the light won't turn on and it is not cold. It may have no electricity.

**Handyman:** Ok, we will send someone out this afternoon to take a look at it.

**Homeowner:** Alright. Thank you. Have a good day.



#### Scenario 2: Structure problems with the home.



**Handyman:** (Knocks on door). Good afternoon sir. What seems to be the problem?

**Homeowner:** Good afternoon. As you can see on this side of the room, the window is broken, there is a cracked wall, and a cracked ceiling.

**Handyman:** Yes, I can see that. I would say it is because of termites or carpenter ants that have eaten away at the wall.

**Homeowner:** I have also had a leaky ceiling in this room.

**Handyman:** Where is it leaking? It seems there may be a leaky pipe above this room. I can fix it but you will not have hot water for the rest of the day.

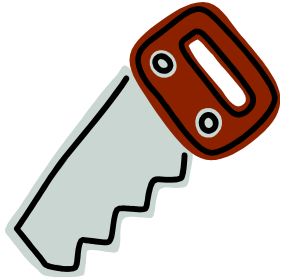
**Homeowner:** That is fine. Thank you for coming today.

*Option:* If you have advanced students in the class, challenge them to see if they can create their own dialogs from the phrases in the book. Review their work with them and edit to help them better understand how to structure sentences in English.

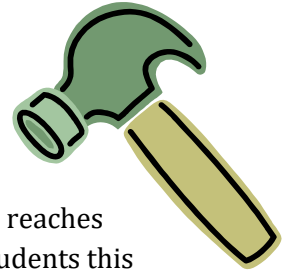
## Vocabulary: Pass the Tool!

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Memorizing new words can be a difficult task for students. It is important to make vocabulary learning fun and interactive. Use the cards at the end of the lesson plan to play *Pass the Tool* and have students sit in a circle. Review each card with the group. After they have seen and repeated each card, begin passing the card around the room. Say the name of the tool on the card



and have each student repeat the name when the card reaches them. After the first card has gone around once, tell students this time you will have multiple cards circling the room. This activity gives students the chance to read and repeat each word several times to aid in memorization. *Option:* To make the game more interesting and challenging, have cards moving in different directions around the circle or have speed rounds where students must say the words as fast as they can and pass quickly.



## What do I do with this?

---

Now that students know all the tools, see if they can determine what action is done with each. Using the pages at the end of the lesson, have students place each tool onto the page that says the action that is done with each tool.

## At the Laundromat

---

Whether you do your laundry at home or you go to a Laundromat, many of the same words and phrases can be used to describe the items and actions done. To help students learn the vocabulary related to the Laundromat on pages 34, have students play the following game. Write all the vocabulary words on small pieces of paper. On some of the pieces write the word “BANG!” Put all the pieces of paper into a coffee can or other similar container and pass through the room letting students grab a piece of paper. If they can say the word correctly and tell you what it means in Spanish, they get to keep it. If they cannot say it or tell you what it means, they have to put it back. If they grab a piece of paper that says “BANG!” they have to put all their papers back into the can. The student with the most papers at the end of the game wins!



## Matching Phrases

Look at each picture and read each phrase below. Complete each phrase with a phrase from pages 28-29.

Every night mom works to...



---

To keep the house clean you must...



---

His daily chore is to...



---

To keep the bed clean she has to...



---

When the grass grows really long I...



---

After washing and drying it, I will...



---

He has the machine ready to...



---

After washing the laundry, I have to...



---



After I wake up, I do this...



---

The laundry basket is full. It's time to...



---

There were lots of fingerprints on it so I asked him to...



---

I use dawn soap and warm water to do this.



---

After the big storm we went outside to...



---



I will... after I sweep the floor.



---

He is going to...



---

You washed the dishes and now you must...



---

After you shower clean the...



---

After we eat it is best to...



---

To keep the house bright we must...



---

I am going to dig a hole and...



---

In the autumn we have to...



---

This man is going to...



---

When there is not a lot of rain we should...



---

In the garden you have to....



---

When the trashcan is full you must....



---

I will...



---

What do we need a duster for?



---

We cannot wear the wet clothes so...



---

We must...before we put them away.



---

It trash is over filled. Please...



---

## Phrases

clean up the table	polish the furniture	wash the windows
empty the waste basket	trim a tree	dust the furniture
wax the floor	rake the leaves	pick up the fallen branches
wash the dishes	water the plants	change the sheets
mow the lawn	sweep the floor	clean the sink
vacuum the carpet	dry the dishes	put up the laundry
plant a tree	fix dinner	shake out the rugs
clean the bathroom	dry the laundry	make the bed
mop the floors	pull weeds	take out the garbage
clean the tub	fold the laundry	wash the laundry

**Charades: Write each phrase used during the game below.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

# I Fit There!

Write the phrases of the chores that best fit the place. The only phrase that will not be used is wax the floor.

## Living Room

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_



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

## Laundry Room

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_



- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## Kitchen

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

## Bathroom

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_



## Bedroom

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



## Outside

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

## Key

### Living Room

1. Dust the furniture
2. Polish the furniture
3. Vacuum the carpet

### Laundry Room

1. Fold the laundry
2. Put up the laundry
3. Wash laundry
4. Dry the laundry

### Kitchen

1. Wash dishes
2. Fix dinner
3. Dry dishes
4. Set the table
5. Clean up the table
6. Sweep the floor
7. Mop the floor

### Bathroom

1. Clean bathroom
2. Clean sink
3. Clean tub

### Bedroom

1. Change sheets
2. Make the bed

### Outside

1. Mow the lawn
2. Pick up the fallen branches
3. Plant a tree
4. Rake the leaves
5. Trim a tree
6. Water the plants
7. Pull weeds

<p><b>Bull Nose Pliers</b> <b>(Alicates)</b></p>	<p><b>Workbench</b> <b>(Banco de trabajo)</b></p>
<p><b>Screwdriver Bits</b> <b>(Cabezales de destornillador)</b></p>	<p><b>Electrical Tape</b> <b>(Cinta aislante)</b></p>
<p><b>Tape Measure</b> <b>(Cinta métrica)</b></p>	<p><b>Nail</b> <b>(clavo)</b></p>
<p><b>Wire Stripper</b> <b>(corta-alambres/ pela-cables)</b></p>	<p><b>Pipe Cutter</b> <b>(Corta tuberías)</b></p>



<p><b>Plunger</b> <b>(destapa-caños)</b></p>	<p><b>Screwdriver</b> <b>(destornillador)</b></p>
<p><b>Phillip's Head Screwdriver</b> <b>(destornillador de cruz/estrella)</b></p>	<p><b>Socket</b> <b>(encaje)</b></p>
<p><b>Hobby Knife</b> <b>(escalpelo)</b></p>	<p><b>Chisel</b> <b>(formón)</b></p>
<p><b>Safety Goggles</b> <b>(gafas de seguridad)</b></p>	<p><b>Router</b> <b>(guimbarda)</b></p>

<p><b>Steel Wool</b> <b>(lana de acero)</b></p>	<p><b>Sander</b> <b>(lijadora)</b></p>
<p><b>File</b> <b>(lima)</b></p>	<p><b>Allen Wrench</b> <b>(llave)</b></p>
<p><b>Wrench</b> <b>(llave de boca)</b></p>	<p><b>Socket Wrench</b> <b>(llave de tubo)</b></p>
<p><b>Adjustable Wrench</b> <b>(llave inglesa)</b></p>	<p><b>Hammer</b> <b>(martillo)</b></p>

<b>Level</b> <b>(Nivel)</b>	<b>Tool Rack</b> <b>(organizador de las herramientas)</b>
<b>Sandpaper</b> <b>(papel de lija)</b>	<b>Wood Glue</b> <b>(pegamento/cola de carpintero)</b>
<b>Sharpening Stone</b> <b>(piedra afiladora)</b>	<b>Needle Nose Pliers</b> <b>(pinzas/tenazas de alambre)</b>
<b>Glue Gun</b> <b>(pistola para encolar)</b>	<b>Wire Cutter</b> <b>(rondana/arandela)</b>

<p><b>Tenon Saw</b> <b>(serrucho de costilla)</b></p>	<p><b>Circular Saw</b> <b>(sierra circular)</b></p>
<p><b>Fretsaw</b> <b>(sierra de calar)</b></p>	<p><b>Hacksaw</b> <b>(sierra para metales)</b></p>
<p><b>Handsaw</b> <b>(sierra para metales)</b></p>	<p><b>Soldering Iron</b> <b>(soldador)</b></p>

<p><b>Solder</b> <b>(soldadura)</b></p>	<p><b>Electric Drill</b> <b>(taladro eléctrico)</b></p>
<p><b>Rechargeable Drill</b> <b>(taladro inalámbrico)</b></p>	<p><b>Hand Drill</b> <b>(taladro manual)</b></p>
<p><b>Pipe Wrench</b> <b>(taladro manual)</b></p>	<p><b>Screw</b> <b>(tornillo)</b></p>
<p><b>Vise</b> <b>(tornillo)</b></p>	<p><b>Washer</b> <b>(torno/banco)</b></p>

<p><b>Nut</b></p> <p><b>(tuerca)</b></p>	
--	--

What do I do with this?

**SHAVE**

What do I do with this?

**PLANE**



What do I do with this?

**HAMMER**

**What do I do with this?**

**CUT**

What do I do with this?

**SAW**

What do I do with this?

**SOLDER**

What do I do with this?

**DRILL**

**What do I do with this?**

**CARVE**

**What do I do with this?**

**TURN**

## Lesson Plan: Work & Professions

### Trabajo & Profesiones

*This lesson corresponds with pages 1-10 of *Inglés en Minutos: Book 4**

When searching for a job, there are words and phrases that come in handy to describe what you do, have done, and when applying for jobs. The following is a sample lesson that employs activities to develop the four key skills (*phonological processing, vocabulary development, syntactical processing, schema activation*): The purpose of these materials is to get the students to practice the kinds of discussion that happen when applying for a job and communicating in English.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids comprehension of the meaning of new words and ideas.



### What Do We Know?

Introduce the topic by reading a picture book about jobs for example [Clothesline Clues to Jobs People Do](#), by Kathryn Heling and Deborah Hembrook. Pick a book that has relatively simple, clear pictures.

While reading, introduce the names of the professions and discuss what each does. Have the students guess the job from the pictures and discuss what type of work done by people working in that profession.

After reading the book would be a good opportunity to discuss the following questions depending on the students level.

- What did you want to be when you were a kid?
- What job do you currently have?
- Do you enjoy it? Why or why not?
- What is your dream job?

As a class, using *Inglés en Minutos* books and prior knowledge, ask students to brainstorm names of different professions and the tasks they do (*schema activation*) using the included ABC Brainstorming worksheet.

#### **Tips**

Take a survey of what the students are interested in learning. Make that the next lesson.

Put each student's name on a popsicle stick and use them to pick volunteers and learn names.

Suggest situations that the students can apply what they just learned and encourage them to do so prior to the next lesson.



Students should categorize the words by the first letter into the corresponding box (*phonological processing*). For example, related to making a profession they may write things like: "actor" for a; "butcher, banker" for b, "cut hair/grass" for c, "doctor" for d, etc.

## Acting it out: Applying for a Job

Talk with your students about their experiences applying for jobs.

- How did they find out about the job?
- Where/How can you find out about job openings?
- What is involved in applying for a job?
- What information is needed during the application process?
- Was obtaining a job easy or difficult? Why or why not?



Make sure students are aware that when applying for a job that they should have all the necessary information with them at the appointment including: address, phone number, Social Security number (if necessary), references, work history, etc. Another important point: Be on time! Or even ten minutes early.

Model the conversation in the handout and invite the class to ask questions about anything that is unclear to them. Then you may have some volunteers act out the dialogue, and finally as pairs, where students can substitute in other related vocabulary.

Alternatively you can cut the conversation into strips by sentence and have the students assemble it. Pair more advanced students with beginners and have the pair present their version to the group. Discuss any discrepancies and the correct order.

## Acting it out: What Do You Do?

Talk with your students about what type of jobs they and members of their family have held.

Prior to beginning, write and review each job and its task on the board in order make sure everybody understands. Cut out the job cards and give each student a card. Have everybody stand up and find a partner. The students should introduce themselves and carry out a conversation similar to the sample conversation in order to guess what the other person's profession is. They should then put the name of the profession into the one of the corresponding squares, and then switch parents. The first student to fill up each square wins.

Many students may have little or no conception of grammar and the parts of speech. They are not necessary to speak a language; however, they can be a tool to enable your students to look at language from a different point of view. Introduce verbs as words describing actions (the precise definition is "a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence"). Provide and act out some examples. Have your students provide

additional examples. Have students observe the difference between the verbs that they use in the conversation and the verbs on the Bingo Sheet (“I repair” v. “A mechanic repairs”). They should notice the “s” which is present only in the third-person singular form of the regular verbs.

### Review: Charades.....

You can use the job sheet to play charades. After cutting out the cards, place them in either a hat or jar. Divide the class into two groups of mixed levels. Demonstrate how to play by picking a card and acting out the job without words. The teams will compete to tell what job and task you are doing. Give one point for a correct answer of the name of the profession, one for the task, and automatically award one point to the actor’s team for effort.

### Post-Lesson Activity: Job Application.....

For homework, have students fill out the job application. Discuss any unfamiliar vocabulary in class. With all pertinent information in one place students can then use the sheet when they apply for jobs.

Addendum to Things We Do at Work / *Tengs ui du et uork*  
Cosas que Hacemos en el Trabajo

---

representar al clientes en el corte	<b>represent clients in court</b>	<i>represent claints en cort</i>
diagnosticar a pacientes	<b>diagnose patients</b>	<i>dáygnos peshints</i>
limpiar y examinar dientes	<b>clean and examine teeth</b>	<i>clin end xamen tith</i>
servir comida	<b>serve food</b>	<i>surv fud</i>
manejar una oficina	<b>run an office</b>	<i>run en afis</i>
recibir a los clientes	<b>welcome clients</b>	<i>uelcum claints</i>
contestar el teléfono	<b>answer the phone</b>	<i>ensur de fon</i>
cuidar las plantas	<b>care for plants</b>	<i>ker for plents</i>

Addendum to Professions / *Profeshuns*  
Las Profesiones

---

paisajista	<b>landscaper</b>	lendscapur
------------	-------------------	------------

ABC BRAINSTORMING

Student: \_\_\_\_\_

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

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>XYZ</b>

## Practicing Getting A Job: Employer Role

**Employer:** Good morning. How may I help you?

**Employer:** Yes, we do. Do you have any experience?

**Employer:** What did you do there?

**Employer:** Excellent. You're hired. When would you be able to start?

**Employer:** Do you have any questions?

**Employer:** Our workers start out at \_\_\_\_\_ an hour. If you work hard, you will get a raise after 3 months of work.

**Employer:** Yes, please go with my secretary to fill out the paperwork and then I will get you started.



## Practicing Getting A Job: Worker Role

**Worker:** Hello, my name is (*name*) \_\_\_\_\_. Do you have any job openings for a \_\_\_\_\_?

**Worker:** Yes, I do. I worked for (*company*) \_\_\_\_\_ for five years.

**Worker:** I \_\_\_\_\_ and \_\_\_\_\_.

**Worker:** Today.

**Worker:** Yes, how much do you pay per hour?

**Worker:** Ok, that's fine. Do you have a job application?



## Job Sheet

**Job Title:** Butcher  
**Work:** Cut meat.  
**Wage:** \$12 per hour.

**Job Title:** Teacher  
**Work:** Teach children.  
**Wage:** \$35 per hour.

**Job Title:** Pilot  
**Work:** Fly an airplane.  
**Wage:** \$100 per hour.

**Job Title:** Minister  
**Work:** Preach to a congregation.  
**Wage:** \$30 per hour.

**Job Title:** Mechanic  
**Work:** Repair cars.  
**Wage:** \$28 per hour.

**Job Title:** Mail carrier or postman.  
**Work:** Deliver mail and packages.  
**Wage:** \$20 per hour.

**Job Title:** Taxi Driver  
**Work:** Drive a cab  
**Wage:** \$10 per hour.

**Job Title:** Plumber.  
**Work:** Fix and repair pipes.  
**Wage:** \$15 per hour.

**Job Title:** Hairdresser or barber.  
**Work:** Cut hair.  
**Wage:** \$18 per hour.

**Job Title:** Lawyer.  
**Work:** Represent clients in court.  
**Wage:** \$75 per hour.

**Job Title:** Doctor  
**Work:** Diagnose patients and prescribe medicine.  
**Wage:** \$20 per hour.

**Job Title:** Dentist  
**Work:** Clean and examine teeth.  
**Wage:** \$65 per hour

**Job Title:** Construction Worker  
**Work:** Build houses.  
**Wage:** \$15 per hour.

**Job Title:** Waiter/Waitress  
**Work:** Serve food.  
**Wage:** \$10 per hour.

**Job Title:** Bus Driver.  
**Work:** Drive a bus.  
**Wage:** \$15 per hour.

**Job Title:** Secretary  
**Work:** Run an office  
**Wage:** \$15 per hour.

**Job Title:** Receptionist  
**Work:** Welcome clients and answer the phone  
**Wage:** \$12 per hour.

**Job Title:** Nursery worker  
**Work:** Care for plants  
**Wage:** \$8 per hour.

## Job Bingo

The goal of the game is to fill up your Bingo Sheet below. Find out what jobs, tasks, and how much other students make in order to win at Job Bingo. Upon figuring out somebody's job figure which square describes the job. You win when your sheet is completed correctly. You may not use any profession more than once.

A _____ earns more than \$30 per hour.	A _____ works inside.	A _____ works with children.
A _____ drives in order to do his/her work.	A _____ helps people.	A _____ works in a clinic or hospital.
A _____ works outside.	A _____ earns less than \$30 per hour.	A _____ repairs things.

### Sample Conversation

**Person 1:** Hi, my name is \_\_\_\_\_. What is your name?

Person 2: My name is \_\_\_\_\_.

**Person 1:** What do you do?

Person 2: I \_\_\_\_\_.

**Person 1:** How much do you earn per hour?

Person 2: I make \_\_\_\_\_ dollars per hour.

**Person 1:** Are you a \_\_\_\_\_?

Person 2: Yes, I am a \_\_\_\_\_.

No, I am not a \_\_\_\_\_.

# Job Application

Write down your contact information and when you are available to begin work. Then write down where you went to school and whether you graduated. Finally, list two people you can serve as references to how you work and provide their contact information.

<b>APPLICANT INFORMATION</b>		
Last Name	First	Date
Address		Apartment/Unit #
City	State	ZIP
Phone	E-mail	
Dates Available		

<b>EDUCATION</b>					
High School			Address		
From	To	Did you graduate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Degree

<b>REFERENCES</b>	
<i>Please list two references.</i>	
Full Name	Relationship
Company	Phone (     )
Address	
Full Name	Relationship
Company	Phone (     )
Address	



## Lesson Plan: Migrant Work: Nursery, Tobacco & Tomato Planting

### Trabajo Migrante: El Vivero, la Cosecha del Tabaco y el Tomate

*This lesson corresponds with pages 10-15 of Inglés en Minutos: Book 4*

When searching for a job, there are words and phrases that come in handy to describe what you do, what you have done, and to apply. The following is a sample lesson that employs activities to develop the four key skills (*phonological processing, vocabulary development, syntactical processing, schema activation*): The purpose of these materials is to get the students to practice the kinds of discussion that happen when applying for a job and communicating in English.



- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids comprehension of the meaning of new words and ideas.

### What Do We Know?

To introduce the topic give each student a piece of paper with one key vocabulary word (chosen from pages 10-15) as they come in or have them already placed at their seat. Have students share the word they were given and based on the words, ask the students to try and determine the focus of the lesson. Students can be placed in groups where they will share their words and work together to determine the topic of the lesson. This allows you to see if your students have any frame of reference for the topic.

Have a discussion about the experiences that students may have had working in any of the following jobs: a nursery, cutting tobacco, and tomato planting or picking. While discussing, add any useful keywords the students use to the board. For beginning students, ask the questions in their native language. Some questions you might ask include:

- What type of work did you do?
- What did it involve? Were you just doing one task or did you have a variety of tasks?
- How long did the work last for?
- What did you like about the work? What did you not like? Why?

Explain to the students that words can be categorized according to how they are used, for example:

- A noun is either a person, place, or thing (i.e. farmer, field, tractor).

#### **Tips**

Make sure to speak slowly, clearly, and directly. It is easy to get caught up trying to make sure you complete everything you had planned.

Use props and media where appropriate, including videos, pictures, music.

Do not over burden pre-literate students with too much information by having them copy down information as you are explaining it

- An adjective describes the noun (for example, the tractor could be described as green: the green tractor).
- A verb states an action or state of being (i.e. carry, haul, rain). You can be present in terms of what someone or something is doing. For example, “the trailer hauls the tobacco”, what is the trailer doing? It is “hauling the tobacco”. Or, “I harvest tomatoes”, what is the action that I am doing? It is “harvesting”.

Ask the students to classify the word that they were given as either a noun, adjective, or verb and explain why they chose a particular category.

### Where does it belong?

---

Divide the students into groups or pairs by pairing students who have gone further in their studies with ones that have not had much educational experience. Using the vocabulary cards handed out at the beginning of the class along with the remaining words that may not have been used, have the students sort the vocabulary in various categories with at least four words in each category. Place labels with category names (noun, adjective, verb) in three different sections of the room and have the students work together to determine which category each words should be placed in, physically moving that vocabulary card to the correct area. After students have completed the activity, review the words placed in the different categories and discuss them as a group, clarifying any confusion that may arise.

### Listen Up!: Let’s Get the Day Started

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Learners can create pair dictations of the dialogue (*syntactical processing*) by dictating sentences to their partner. Make enough copies of the activity for the number of pairs in your class.

1. Put students into pairs, facing each other across the room (or if possible, use internal office phones in the building, this goes a long way to improving students' skills.)
2. Hand out the activity. Give Farmer Role to one student in each pair, and Worker Role to the other.
3. Students dictate their half of the dialogue to their partner across the room (or using the techniques practiced in the other activities), until both have completed it. The first pair to finish (accurately) is the winner. For beginning or intermediate students let them know they can also write in their native language what they think their partner is dictating to check for understanding.

### Acting it out: What Needs to be Done Today?

---

Materials:

- Farm Sheet.

- Farmer & Worker Dialogue Sheets.

### Instructions:

1. Divide the class into two groups, Farmers and Workers, which will switch roles later.
2. Give the Farmers the two problems from the Farm Sheet. If it is a large class only give one problem per farmer.
3. Have the Farmers find a Worker.
4. The Worker will find out how things on the farm are going, any problems, a solution, the tools need, and the time frame the task needs to be completed in.
5. The Worker will then record the answers.
6. Then everybody will switch partners.
7. After several rounds have the Workers and the Farmers switch roles.

### Review: The Imposter

---

Students will be working in pairs or small groups to figure out which word does not belong. First, divide the class into pairs or small groups pairing more advanced students with beginner. Write the first set of words on the board and give students a couple minutes to look over the words and come up with answer as to which word does not belong. Have the groups vote on which word does not belong. Afterwards pick a group to give an explanation of why they chose a particular word. Discuss the words and why.

For beginners, have them explain in their primary language the reason why a particular word does not belong. This allows you to check their understanding of the material and have everybody involved in the activity.



### Post-Activity: Sentence Construction

---

Students will use learned vocabulary to create sentences based on the pictures provided.

Where Does It Belong

Things that are alive:  
nouns  
*Cosas vivas: sustantivos*

Things You Do: verbs  
*Cosas que haces: verbos*

*Things that are tools:*  
nouns  
*Cosas que son  
herramientas: sustantivos*

*Words that describe things:*  
adjectives  
*Palabras que describen  
cosas: adjetivos*

## Listen Up! Let's Get the Day Started - Farmer Role

Dictate your half of the dialogue to your partner across the room, until both of you have correctly completed it.

**Farmer:** Good morning! How are you doing today?

**Worker:** .....

**Farmer:** First, I need you and your crew to drive the tractor over to Field 3 and dig a drainage ditch.

**Worker:** .....

**Farmer:** It is at risk of flooding if it rains a lot.

**Worker:** .....

**Farmer:** Then go over to the greenhouses and replace the automatic sprinklers. They are broken and no longer spray any water.

**Worker:** .....

**Farmer:** When those two tasks are complete, tie the tomato plants in Field 2 to the stakes with twine. I noticed some of them had started falling over.

**Worker:** .....

**Farmer:** If you manage to get all of that done, then spray the pesticide on the squash plants.

**Worker:** .....

**Farmer:** No problem, it isn't urgent. Tomorrow is fine.

**Worker:** .....

**Farmer:** Next week.

**Worker:** .....

**Farmer:** No, that is it. Call me if you have any questions.

**Worker:** .....



## Listen Up! Let's Get the Day Started - Worker Role

Dictate your half of the dialogue to your partner across the room, until both of you have correctly completed it.

**Farmer:** .....

**Worker:** Fine, thanks. What do you need us to do today?

**Farmer:** .....

**Worker:** What is wrong with the field?

**Farmer:** .....

**Worker:** Once we finish, what else do we need to do today?

**Farmer:** .....

**Worker:** Ok, that should only take a couple hours. Anything else?

**Farmer:** .....

**Worker:** Of course.

**Farmer:** .....

**Worker:** I noticed more bugs than usual on the plants; however, I don't think we will have the time to do that today.

**Farmer:** .....

**Worker:** The tobacco in Field 4 is starting to bloom. When will we be cutting the flowers?

**Farmer:** .....

**Worker:** Ok. Anything else?

**Farmer:** .....

**Worker:** Will do.





## Worker Sheet

You are a worker. You are at the farm where you work. You need to find you what problems the farmer is having, how the solution, and what tools you will need. Write down the farmer's answers in the table below.

Farmer's Name	Problem	Solution	Tools

### Sample Conversation

**Worker:** Good morning. You looked worried today.

Farmer: I am. Things are not going well.

**Worker:** I'm sorry to hear that. What's wrong?

Farmer: [*problem*] \_\_\_\_\_.

**Worker:** What can I do to help?

Farmer: You can [*solution*]  
]\_\_\_\_\_.

**Worker:** What tools will I need?

Farmer: You will need [*tools*] \_\_\_\_\_.

[or] You won't need anything.

**Worker:** When do I need to finish by?

Farmer: You need to finish by [*length of time*] \_\_\_\_\_.

**Worker:** Anything else?



*Farmer mentions another problem if there is one and the conversation repeats from the Problem Line.*

## Farmer Sheet

You are a farmer and your workers are just arrived for work. You have had some problems. Explain your problem, a solution, and the tools that they need to take to complete the task.



### Sample Conversation

Worker: Good morning. You looked worried today.

**Farmer: I am. Things are not going well.**

Worker: I'm sorry to hear that. What's wrong?

**Farmer: [problem] \_\_\_\_\_.**

Worker: What can I do to help?

**Farmer: You can [solution] \_\_\_\_\_.**

Worker: What tools will I need?

**Farmer: You will need [tools] \_\_\_\_\_.**

**[or] You won't need anything.**

Worker: When do I need to finish by?

**Farmer: You need to finish by [length of time] \_\_\_\_\_.**

Worker: Anything else?

*Farmer mentions another problem if there is one and the conversation repeats from the Problem Line.*



## Farmer Sheet

**Situation:** The tobacco leaves are beginning to yellow.

**Solution:** Harvest the tobacco and stake it.

**Tools:** Machete and stakes.

**Finish by:** the day after tomorrow.

**Situation:** The tobacco is blooming.

**Solution:** Cut off the tobacco flowers.

**Tools:** Pruning shears and gloves.

**Finish by:** 3 o'clock today.

**Situation:** The weeds have grown.

**Solution:** Spray them with weed killer and mow along the edge of the field.

**Tools:** Weed killer and bush hog.

**Finish by:** the end of the day.

**Situation:** The tomatoes are ripe and it is going to rain.

**Solution:** Harvest the tomatoes.

**Tools:** Gloves

**Finish by:** the end of the day tomorrow.

**Situation:** The plants are infested with bugs and insects.

**Solution:** Spray the plants with insecticide.

**Tools:** Insecticide.

**Finish by:** Noon today.

**Situation:** The tomato plants fall over.

**Solution:** Stake and tie the tomato plants.

**Tools:** Twine.

**Finish by:** Noon tomorrow.

**Situation:** The fields are frozen.

**Solution:** Wait to plant the tomato seedlings.

**Tools:** Nothing.

**Finish by:** Next week.

**Situation:** The leaves on the tomato plant are yellow.

**Solution:** Fertilize them.

**Tools:** Fertilizer.

**Finish by:** 2 o'clock today.

**Situation:** The seedlings are too big for their container.

**Solution:** Re-pot the seedlings.

**Tools:** Potting soil and a bigger container

**Finish by:** tomorrow afternoon.

**Situation:** The flowers are falling off of the tomatoes.

**Solution:** Mulch the tomato plants.

**Tools:** Shovel and a trailer with mulch.

**Finish by:** 5 o'clock tomorrow.

**Situation:** The tobacco has finished drying in the field.

**Solution:** Put it on a trailer, drive it to the barn, and hang it up.

**Tools:** Tractor and trailer.

**Finish by:** before dark.

**Situation:** The bushes are wilting and getting too big

**Solution:** Water and prune the bushes.

**Tools:** Pruning shears and sprinklers.

**Finish by:** before leaving today.

## Which One Does Not Belong

weed eater	hands	tractor	lawn mower	<b>all are machines, except hands</b>
grasp/grip	prune/trim	shovel	tomato	<b>all are verbs, except tomato</b>
green	water	soil	fertilizer	<b>all are necessary for growth, except green</b>
disease	mildew	frost	flowers	<b>all can harm plants, except flowers</b>
bush	trailer	tree	seedling	<b>all are machines, except hands</b>
gravel	basket	cans	pot	<b>all can hold items, except gravel</b>
shovel	stop	rake	pruning shears	<b>all are tools, except stop</b>
weed killer	fertilizer	rain	tire	<b>all are liquids, except tire</b>
seedlings	earthworm	insects/bugs	drainage	<b>all are alive, except drainage</b>
cigarettes	dirt	mulch	subsoil	<b>all are part of the ground, except cigarettes</b>



## Sentence Construction

Use the vocabulary you learned today to make four sentences to describe the pictures.



1. The ..... is ..... ing .....

2. The ..... is ..... ing a .....

3. The ..... are ..... ing a .....

4. The ..... are ..... ing .....

## Sentence Construction

Use the vocabulary you learned today to make four sentences to describe the pictures.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Lesson Plan: Construction

### La Construcción

This lesson corresponds with pages 22-24 of *Inglés en Minutos: Book 4*

Whether working on a construction site or on a home improvement project, knowing the names of tools and what they do can be useful.



ideas.

The following is a sample lesson that employs activities to develop the four key reading skills (*phonological processing, vocabulary development, syntactical processing, schema activation*): The purpose of these materials is to get student to practice the kinds of discussion used when working in construction and communicating in English.

- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students' comprehension of the meaning of new words and

### What Do We Know?

Introduce the topic by reading a picture book about construction. Pick a book that is relatively simple with pictures that clearly explain what is happening in the book. The following books deal specifically with tools. ex. *I Love Tools*, by Philemon Sturges or *Construction Tools*, by JoAnn Early Macken, or for a bilingual book *Builders/Los Constructores* by Dana Meachen Rau.

Prior to reading, brainstorm the names of tools that the students use or have used. This will help activity the knowledge the the students already have about the topic. While reading, have students use the pictures to figure out what the tool is, as well as what it does. After reading, ask students to share their own experiences or ideas about working in construction or on their own home.

#### Tips

Give students time to answer, especially beginners who might need more time to formulate their response.

Repeat vocabulary or a dialogue in unison as a class.

Have students write down something that they learned at the end of class. This will help them see their progress.

Alternatively, write key vocabulary words chosen from pages 22-24 on the board (or overhead, etc) and based on the words, ask the students to try and determine the focus of the lesson. This allows

you to see if your students have any frame of reference for the topic.

## Speak Up!: Fishing for Tools!

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Print out the cards with tools on them in color (if possible) on card stock, or they can be glued onto a thicker paper and cut out. (You should have two sets for each group of students).



Prior to starting the game, ask the class if they know how to ask for objects, as well as the reply. Explain the simple question of “Do you have the/a \_\_\_\_?”, as well as the response.

Divide the class into groups of three. The dealer will distribute five cards to each of the other players. The player to the dealer's right will choose another player to ask if they have a particular card, for example “Susan, do you have a hammer?” The player who was asked will then reply either “No, I do not have the hammer”, or “Yes, I do have the hammer”, in which case they will give the card to the person who asked for it. That person will then put the pair on the table in front of them. Make sure students are using the vocabulary in their responses, not only in the questions.

Alternatively, you could do the following Pictionary-like game. Write the vocabulary words on pieces of paper; fold them up and put them in a hat or another type of container. Divide the class into two teams. Split the board in half. Have one team member from each team come to the board to be the artist and pick a word. Make sure both artists understand the meaning of the word. You will then start a timer and the artists will have a minute to draw the word or clues to the word. The first team to correctly guess the word receives a point.

If you have less than four people per team, you can have the artists draw on printer paper. Once the team has guessed the word, have them label the picture. These pictures can be used for vocabulary review.

## Acting It Out: Construction Safety

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Learners can create pair dictations of the dialogue (*syntactical processing*) by dictating sentences to their partner. Make enough copies of the activity for the number of pairs in your class.

1. Put students into pairs, facing each other across the room (or if possible, use internal office phones in the building, this goes a long way to improving students' skills.)
2. Hand out the activity. Give Construction Worker Role to one student in each pair, and Project Manager Role to the other.
3. Students dictate their half of the dialogue to their partner across the room until both have completed it. The first pair to finish (accurately) is the winner. For beginning or intermediate students let them know they can also write in their native language what they think their partner is dictating to check for understanding.



## Acting It Out: Construction Tasks

Alternatively, you can play charades with the verbs. Write one verb per small piece of paper and place them in either a hat or jar. Divide the class into two groups of mixed levels. Demonstrate how to play by picking a card and acting out the verb without words. The teams will compete to tell what verb you are doing. Give one point for a correct answer for the name of the verb.



## Vocabulary Review: Which Tool?

Prior to playing the game, have students come up with adjectives (i.e. big/small, heavy/light, short/long, etc.) that describe the tools and write them on the board, as well as their opposites. At this time, also introduce the expression “is used to” (for example, “It is used to carry dirt.”). Additionally, you can introduce the “than” to modify the adjectives to be used in, for example: “This tool is bigger than a chair.”

Divide the students into small groups of three or four students. The first player will pick a card (you can use the same ones as for the Fishing for Tools Activity) and describe the tool he/she picked, for example, what the tool is used for, its shape, its size. The other players on the team will compete to be the first one to figure out the correct answer. The winner will receive the card with the tool on it. Play continues around the circle. The winner is the player who accumulates the most cards (you can also have a class winner: whoever accumulates the most cards in the entire class).

Original idea from Hubbs Center.



## Addendum to Construction / *Canstrákshan*

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### La Construcción

alisar	<b>smooth out</b>	<i>smud aut</i>
aplanar	<b>flatten / level</b>	<i>flatten / level</i>
brocha	<b>paint brush</b>	<i>peint brash</i>
cavar	<b>dig</b>	<i>dig</i>
clavos	<b>nails</b>	<i>nels</i>
cortar	<b>cut</b>	<i>cut</i>
destruir	<b>destroy</b>	<i>distroi</i>
herramientas	<b>tools</b>	<i>tuls</i>
levantar	<b>lift</b>	<i>left</i>
llevar	<b>carry</b>	<i>cari</i>
proteger	<b>protect</b>	<i>protet</i>
tallar	<b>carve</b>	<i>carv</i>
romper / quebrar	<b>break</b>	<i>brek</i>
regla	<b>ruler</b>	<i>rulúr</i>
sostener / sujetar	<b>hold</b>	<i>jold</i>

## Addendum to Types of Materials / *Taiips av matírials*

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### Tipos de Materiales

cemento	<b>cement</b>	<i>ciment</i>
madera	<b>wood</b>	<i>wud</i>
piedra	<b>stone</b>	<i>ston</i>
tierra	<b>dirt</b>	<i>durt</i>

## Listen Up! Construction Worker Role

Dictate your half of the dialogue to your partner across the room, until both of you have correctly completed it.

Construction Worker: Can you come over here, please?

Project Manager: .....

Construction Workers: I have some safety concerns.

Project Manager: .....

Construction Worker: A lot the workers do not use their hard hats to protect their heads.

Project Manager: .....

Construction Worker: They take them off when you are not around.

Project Manager: .....

Construction Workers: My crew has finished building the south wall on building one, what should we work on next.

Project Manager: .....

Construction Worker: Ok, and afterwards?

Project Manager: .....

Construction Worker: Ok, will do.



## Listen Up! Project Manager Role

Dictate your half of the dialogue to your partner across the room, until both of you have correctly completed it.

Construction Worker: .....

Project Manager: Sure, what can I do for you?

Construction Workers: .....

Project Manager: What are your concerns?

Construction Worker: .....

Project Manager: I had not noticed that.

Construction Worker: .....

Project Manager: Thank you, I will look into that... Anything else?

Construction Workers: .....

Project Manager: Take them over to building to and finish varnishing the hardwood floor.

Construction Worker: .....

Project Manager: Construct the retention pond. Dig up the pond and use the dump trucker to take away the excess dirt.

Construction Worker: .....



hard hat



chisel



tool belt



ladder



hammer



trowel



scaffolding

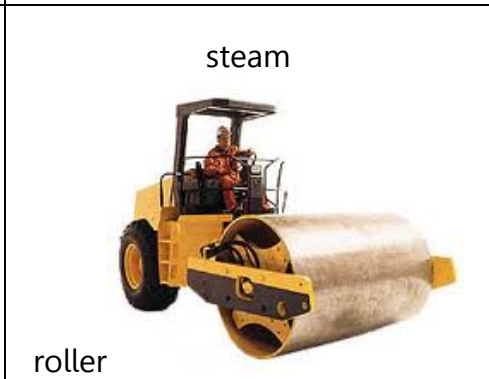


paint

brush

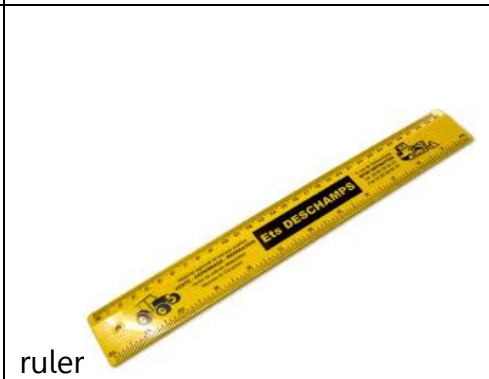


sledge hammer



steam

roller



ruler



pallet



shovel



wire



wall

cement mixer



wood



metal



plywood



construction site



fork lift



cinder block



brick



dump truck



## Lesson Plan: Visiting the Bank

### Visitando al Banco

*This lesson corresponds with pages 27-35 of Inglés en Minutos: Book 4*

Whether going to the bank to deposit a check, open an account, or cash a check, there are many words and phrases that come in handy.

The following is a sample lesson that employs activities to develop the four key reading skills (*phonological processing, vocabulary development, syntactical processing, schema activation*): The purpose of these materials is to get the students to practice the kinds of conversation that they may encounter when going to the bank.



- Schema Activation is key to understanding what students know. It is very helpful for the student and teacher to build on what a student already knows and understand.
- Phonological processing helps students recognize sounds and pronunciation. Some adults may have a hard time hearing specific sounds. Repetition can be helpful when learners are introduced to new words.
- Syntactical processing helps students recognize appropriate words. Taking out key words of sentences can be helpful to aid students to notice what is missing. Word banks should be provided.
- Vocabulary development aids students' comprehension of the meaning of new words and ideas.

### What Do We Know?

Ask students to share their own experiences about visiting a bank. Do they have bank accounts? Why? If not, what do they do with the money they earn?

Write the following options for paying and transferring money on the board. Discuss what each one involves, as well as their costs and benefits.

- Paying only in cash.
- Opening and using a credit card or a debit card and the difference between the two.
- Using a checking account or a savings account and the difference between the two.
- Sending a money order.
- Using traveler's checks.
- Getting a loan.

#### **Feedback**

Students need feedback in order to correct their errors; however, excessive correct can cause them to lose motivation and become discouraged.

Pick a couple points the student needs to work on. The rest will come with time.

Give students a chance to give you feedback about how the class is going, as well as areas or ideas for improvement.



Give several scenarios and have students choose what they would use (cash, check, debit or credit card), where they would go and describe why they would make that choice. Ex:

- You are a crew chief and need to pay your workers.
- You need to have money at your disposal while traveling with your family.
- You are buying groceries for the week.
- You and your family have decided to buy a house.
- Your mother needs you to buy her a plane ticket to come visit.
- Your family in Mexico needs you to send them money.
- You need to cash a large check from the insurance company.



## Listen Up: Opening A Checking Account

Introduce the activity by finding out whether your students have ever opened a bank account, as well as why or why not. What was their experience when they opened the account? If they have not opened a bank account, have they ever tried? What happened?

Prior to starting the class make enough copies for each pair of students and cut the dialogue into strips. After distributing an envelope to each pair, let the students have several minutes to read through the sentences on their own. Come back together as a group and ask for questions about any unfamiliar vocabulary. Students should now return to their pairs to put the dialogue in order. Once they think they have gotten it correct, check their work and have them practice it together. Get a group to volunteer to act out the dialogue in front of the class.

For students having difficulty ordering the sentences, point out that they should look for key vocabulary. The same key vocabulary in the question is usually in the response.

## Write It Out: Checks



Materials:

- A set of worksheets for each pair.
- Three copies of the check page for each pair.

With the following activity students will be writing checks. The following is a game to review written numbers that will be used in the check writing activity.

Divide the class into two teams. Write out eleven numbers with one from each group of tens (i.e. twelve, twenty-four, thirty-one, forty-nine, etc.) and include

100. Call up a member of each team and give them a fly swatter. Call out one of the numbers on the board. The first student to hit the number with their fly swatter wins a point for their team. Continue with another pair of students.

Each student will be given several scenarios and they will need to write a check for a given amount. First explain the parts of a check to a student and how to write a check:

- Write the current date on the line in the upper right hand corner.
- Fill out who the check is for and the amount.
- The amount should be written out in words on the line provided and then in numbers in the box following (thus, if there is any confusion, the amount can be checked against the words).
- Write a memo pertaining to what the check is for on the line on the lower left and sign on the line on the lower right. Also make sure the students write the rest of the check number in the upper right hand corner.

Check Do's & Don'ts:

- Never sign a blank check.
- Always write a check in pen.
- Fill in all of the line, so that nobody can add numbers later. Or, alternatively, draw a line from the last word or number to the end of the line.
- When you cash a check, do not sign the back until you are at the bank cashing it.

Divide the students into pairs. They will take turns asking for the information to write a check and writing the check. (Students will need to also have written in the rest of the check number, although this is not done with normal checks). After the students practice writing checks, you can discuss what voiding a check means and how to do it. Another possible topic is to discuss the importance of keeping track of the balance in the account and what happens if you withdraw more money than you have in the account.

## Acting it out: Going to the Bank



Prior to beginning, discuss what types of ID are acceptable to use in order to cash a check.

Materials:

- Teller & Client Action Sheets (one per student)
- Fake Money & Checks (one per student).

Divide the students into tellers and clients (they can switch rolls later). First, students who are clients need to make up their own six digit account number. The clients will come to the bank needing to perform different transactions involving depositing or withdrawing money. Students should use whatever form of ID that they have with them. After completing the transaction the client will get the tellers signature. At the end of the role, each student can vote on their favorite teller and share why.

Original idea complements of [bogglesworldesl.com](http://bogglesworldesl.com)

## Post-Lesson Activity: Crossword Puzzle

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Prior to dismissing the students, hand out the cross word puzzle. If necessary give the students a word bank with the words used (through in a couple extras for a little more challenge). Have the students look over the words to see if they have any questions. Explain that the clue written is the definition of a word and they have to figure out which vocabulary word it corresponds to.

## Opening a Checking Account Dialogue: Branch Manager

**Branch Manager:** Hello, my name is \_\_\_\_\_. What can I do for you today?

**Client:** Hi, my name is \_\_\_\_\_. I am interested in opening a bank account.

**Branch Manager:** What kind of an account would you like to open? A checking or a savings account?

**Client:** I would like to open a checking account.

**Branch Manager:** Ok, I'll get you the application forms to fill out. You will first need to fill in your name, address, phone number, and social security number. I will also need to see two different forms of identification.

**Client:** Is there a service charge for this type of account?

**Branch Manager:** Yes, there is a service charge of seven dollars a month.

**Client:** Ok, that's fine. Do you have a 24 hour ATM?

**Branch Manager:** Yes, of course. However to use the ATM, you will need to get a debit card. Would you be interested in getting a debit card?

**Client:** Yes, I would. How does a debit card work?

**Branch Manager:** First, you create a four digit PIN number. Do not share this number with anyone else. When you go to the ATM, insert your card, enter the PIN number, and how much you cash would like to withdrawal. Then the ATM will give you the cash and a receipt. Any other questions?

**Client:** Just one more, can I have my paycheck direct deposited?

**Branch Manager:** Yes. You will just need to get a direct deposit form from the teller and fill it out... I forgot to ask you, how much would you like to deposit in your account today?

**Client:** I have three hundred dollars in cash, as well as a check for five hundred dollars.

**Branch Manager:** Ok, I will get your new checking account set up for you.

**Client:** Thank you very much! You've been very helpful.

**Branch Manager:** You're welcome! I hope to see you again soon.

# Checking Writing Worksheet: I

You and your partner have to pay the monthly bills. Half of the bills will be paid with money from your checking account and half with money from your partners account. Tell your partner to whom, for how much, and the memo that needs to be written on the check. He/She will write the check. You will take turns telling each other what the check needs to be written for and writing the checks.

## Sample Dialogue

Person A: What is the check number?

Person B: The check number is \_\_\_\_.

Person A: Who does the check need to be written out to?

Person B: It needs to be written out to \_\_\_\_\_.

Person A: How do you spell " \_\_\_\_\_ " ?

Person B: It is spelled \_\_\_\_\_.

Person A: How much does the check need to be for?

Person B: It should be for \_\_\_\_\_.

Person A: What should I write for the memo?

Person B. Put " \_\_\_\_\_ " .

Your partner needs to write the following checks:

### Check 1000

Care Today Clinic

\$42.00

Doctor's Visit

### Check 1001

GEICO

\$67.79

Car Insurance for \_\_\_\_\_ (write the current month)

### Check 1002

Comcast

\$59.98

Cable for \_\_\_\_\_ (write the current month)

### Check 1003

Ole Ben Franklin Motors, Inc.

\$230.00

Car Payment for \_\_\_\_\_ (write the current month)

### Check 1004

Knox County Clerk

\$60.00

Car Registration for \_\_\_\_\_ (write the current year)

### Check 1005

Visa

\$293.88

Credit Card #1596 6485 4110 6586

### Check 1006

America's Cuts

\$12.00

Hair Cut

### Check 1007 (create your own)

\_\_\_\_\_  
\$ \_\_\_\_\_  
\_\_\_\_\_



## Checking Writing Worksheet: II

You and your partner have to pay the monthly bills. Half of the bills will be paid with money from your checking account and half with money from your partners account. Tell your partner to whom, for how much, and the memo that needs to be written on the check. They will write the check. You will take turns telling each other what the check needs to be written for and writing the checks.

### Sample Dialogue

Person A: What is the check number?

Person B: The check number is \_\_\_\_.

Person A: Who does the check need to be written out to?

Person B: It needs to be written out to \_\_\_\_\_.

Person A: How do you spell " \_\_\_\_\_ "?

Person B: It is spelled \_\_\_\_\_.

Person A: How much does the check need to be for?

Person B: It should be for \_\_\_\_\_.

Person A: What should I write for the memo?

Person B. Put " \_\_\_\_\_ ".

Your partner needs to write the following checks:

#### Check 1008

Wood Properties

\$350.00

Rent for (write the current month)

#### Check 1009

SHA Automotive

\$561.12

Car Repairs

#### Check 1010

Fulano Smith

\$78.45

Fix Sink & Toilet

#### Check 1011

AT&T

\$122.87

Cellphone Bill for \_\_\_\_\_ (write the current month)

#### Check 1012

Goodwill

\$38.11

Clothes

#### Check 1013

Kroger

\$102.39

Groceries

#### Check 1014

Knoxville Utility Board

\$213.56

Electricity, Water, Sewer, Gas

#### Check 1015 (create your own)

\_\_\_\_\_  
\$ \_\_\_\_\_  
\_\_\_\_\_






10

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS  Security Features  
Includes  
Olefin or Back

MEMO \_\_\_\_\_

⑆000000000⑆ ⑆000000000⑆ ⑆025

10

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS  Security Features  
Includes  
Olefin or Back

MEMO \_\_\_\_\_

⑆000000000⑆ ⑆000000000⑆ ⑆025

10

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS  Security Features  
Includes  
Olefin or Back

MEMO \_\_\_\_\_

⑆000000000⑆ ⑆000000000⑆ ⑆025

10

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS  Security Features  
Includes  
Olefin or Back

MEMO \_\_\_\_\_

⑆000000000⑆ ⑆000000000⑆ ⑆025

10

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS  Security Features  
Includes  
Olefin or Back

MEMO \_\_\_\_\_

⑆000000000⑆ ⑆000000000⑆ ⑆025

10

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS  Security Features  
Includes  
Olefin or Back

MEMO \_\_\_\_\_

⑆000000000⑆ ⑆000000000⑆ ⑆025

## Action Sheet for Bank Clients

You are a client at a bank and you have a list of errands to do at the bank. Go through the list in order. You will receive a several checks from your teacher. Make sure you go to a different teller for each transaction. Get the teller's signature when you are finished with your transaction.

### Sample Conversation:

**Teller:** Good afternoon! How may I help you?

**Customer:** Hi. I'd like to \_\_\_\_\_

**Teller:** Can I have your account number, please?

**Customer:** My account number is \_\_\_\_\_

**Teller:** Thank you. And, I'll need some picture ID as well.

**Customer:** Is my \_\_\_\_\_  
(driver's license/passport), ok?

**Teller:** That will be fine. Thanks.

**Customer:** Here is your ID (and your money).

**Teller:** Is there anything else that I can help you with today?

**Customer:** No, that's all. Thank you!

**Teller:** Your welcome! Have a nice day!

Create your own six-digit account number.

**Account number:** \_\_\_\_\_

Teller's Signature	Bank Transaction
	Cash your first check.
	Deposit your money in your account.
	Pay your car loan (\$200.00).
	Withdraw \$300.00
	Cash your other check.
	Pay your mortgage (\$250.00)
	Deposit your remaining money.

### Vote for who your favorite teller was.

My favorite teller was \_\_\_\_\_

because \_\_\_\_\_







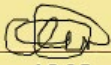


1026

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ 350.00

Three hundred and fifty dollars and 0/00 ----- DOLLARS

MEMO Tax Refund \_\_\_\_\_ 

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1025

DATE \_\_\_\_\_

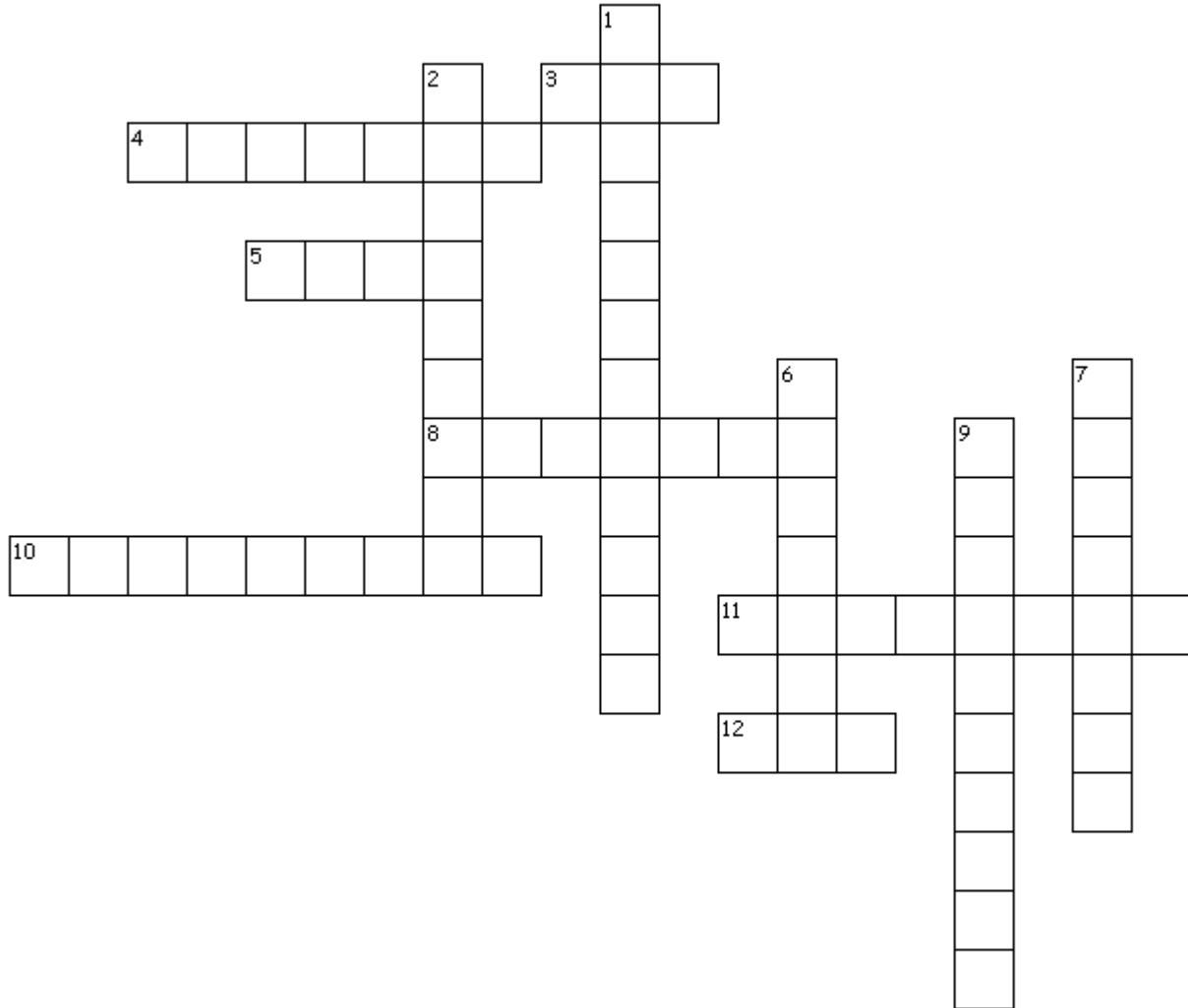
PAY TO THE ORDER OF \_\_\_\_\_ \$ 500.00

Five hundred dollars and 0/00 ----- DOLLARS

MEMO Salary \_\_\_\_\_ 

⑆000000000⑆ ⑆000000000⑆ 1025

## Crossword Puzzle



### Across

3. A charge for services.
4. To put money into an account.
5. A round piece of metal used as money.
8. The amount of money in your account.
10. To put money on this card and then use it to buy things.
11. Take money out of an account.
12. A machine that allows you to get money from your card.

### Down

1. The unit of a currency (for example, twenty dollar bills or one hundred dollar bills).
2. A four digit number used to access a debit card
6. A piece of paper with the amount of money you deposited or withdrew from your account
7. To change one type of money for another (for example, pesos for dollars)
9. Use this card to buy things now and then pay later.

**Answers:**

**Across**

- 3. Fee
- 4. Deposit
- 5. Coin
- 8. Balance
- 10. Debit Card
- 11. Withdraw
- 12. ATM

**Down**

- 1. Denomination
- 2. PIN number
- 6. Receipt
- 7. Exchange
- 9. Credit Card



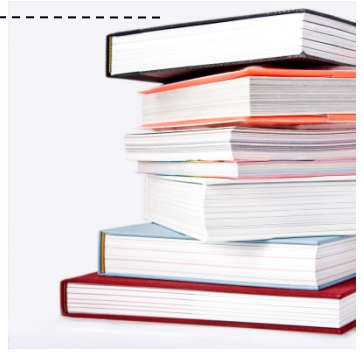
## Lesson Plan: Enrolling Students in School

### Inscribir a estudiantes en la escuela

*This lesson corresponds with pages 1-10 of Ingles en Minutos: Book 5*

Whether visiting your child's school or going to class yourself, there are terms one should know to help you communicate properly in a school setting.

This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, and schema activation*. These skills are particularly helpful when students are learning a new language.



- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids student's comprehension of the meaning of new words.

The purpose of these materials is to get the students to practice communicating in English in a school setting.

### What Do We Know?

Write key vocabulary words chosen from pages 1-6 on the board (or overhead, etc) and based on the words, ask the students to try and determine the focus of the lesson. This allows you to see if your students have any frame of reference for the topic.

Read a picture book that shows what happens in a day at school, like *Little Lizard's First Day*.

After reading, ask students to share their own experiences, hunches, and ideas about signing up their students for school and visiting the school and have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp it as their own.

Ask them in their first language:

- What did they have to do to prepare to sign their child up for school?
- What did they have to find out about their local school?
- What supplies did their students need?
- How did you find out when school starts?
- How will they be getting to school and back?

Review School Registration terms found on page 5 and 6 of *Ingles en Minutos: Book 5*.

A review activity would be to divide the class into groups and have them work to list the materials needed to take on registration day. For advanced students do not provide a word bank. For intermediate you could provide a word bank after a few minutes. For beginning level students make sure to provide a word bank and a dictionary as needed.

### Acting it out: Signing up

Talk with your students about what to expect when they first get to the school. Typically, they walk in to the main office and talk to the secretary. Arrive at a reasonable time to allow for the time to fill out necessary paperwork.

Have learners practice the scripted dialogue for Enrolling Students in School on page 6 of the *Ingles en Minutos Book 5*.

Also, have them read the attached dialogue sample aloud as a group to see how the discussion moves back and forth between the secretary and the parent. Then, team the students up in pairs and have them face each other to have them practice individually each role. Have one student write down the information of the student while the other tells them their information.

Then, have the students some of the information with their own ideas of what should be said to sign up for school. This will get the students to practice writing variations of vocabulary words found in the book.

They may also practice filling out the emergency contact sheet when asked while acting out the activity. This helps to see how much they understand from paperwork they fill out on a regular basis.

### Listen Up!

Learners can create pair dictations of the dialogue (*syntactical processing*) by dictating sentences to their partner. Make enough copies of the activity for the number of pairs in your class.

- 1) Put students into pairs, facing each other across the room
- 2) Hand out the activity. Give Secretary Role to one student in each pair, and Parent Role to the other.
- 3) Students dictate their half of the dialogue to their partner across the room (or using the techniques practiced in the other activities), until both have completed the worksheet. The first pair to finish (accurately) is the winner. For beginning or intermediate students let them know they can also write in their native language what they think their partner is dictating to check for understanding.

### Review

You may also want to review by playing vocabulary BINGO. Attached is a BINGO card that may be filled in with a variety of vocabulary terms found on pages 5 and 6 of *Ingles en Minutos: Book 5*. Make sure to vary the order of the terms on each sheet so no two students have the same sheet. On index cards you may write the definition or the translation into the groups' first language. First student to identify a row of 5 terms correctly wins.

### The Real Deal

In order for students to be well prepared to register their children for school, it is important to give them real life application of the vocabulary they have learned. Contact your local school system or go online and find a school registration form that covers the basics that most school registration forms will. Go over the different sections of the form with the group and have them fill it out with their children's information as a "homework" activity and have them bring it in the following class to review for accuracy. This will give them something they can use in the future when registering their children.

## Practicing School Registration: Secretary Role

**Secretary:** Good Morning. May I help you?

**Secretary:** Okay, I will need a copy of each child's birth certificate, immunization records, and a proof of residence.

**Secretary:** Thank you \_\_\_\_\_. I also need you to fill out an emergency contact card, in case your child needs assistance.

**Secretary:** You will need to name an emergency contact, fill their phone number, and their relationship to the child.

**Secretary:** I will need your home address to tell you the bus route.

**Secretary:** Your children will ride bus number \_\_\_\_\_. They will be picked up at corner of White Ave and Tulip Street at 8 am.

**Secretary:** They can start tomorrow morning.

**Secretary:** Have a nice day.



## Practicing School Registration: Parent Role

**Parent:** Hello, my name is \_\_\_\_\_. I want to enroll my children in school.

**Parent:** Here they are.

**Parent:** Okay.

**Parent:** (fills in the form). Here you go. What bus will my children take?

**Parent:** We live on \_\_\_\_\_.

**Parent:** Thanks. When can they start?

**Parent:** Okay, thank you. Goodbye.





## Listen up! Secretary Role

**Secretary:** Good Morning. May I help you?

**Parent:** \_\_\_\_\_.

**Secretary:** Okay, I will need a copy of each child's birth certificate, immunization records, and a proof of residence.

**Parent:**

\_\_\_\_\_.

**Secretary:** Thank you \_\_\_\_\_. I also need you to fill out an emergency contact card, in case your child needs assistance.

**Parent:**

\_\_\_\_\_.

**Secretary:** You will need to name an emergency contact, fill their phone number, and their relationship to the child.

**Parent:**

\_\_\_\_\_.

**Secretary:** I will need your home address to tell you the bus route.

**Parent:**

\_\_\_\_\_.

**Secretary:** Your children will ride bus number \_\_\_\_\_. They will be picked up at corner of White Ave and Tulip Street at 8 am.

**Parent:**

\_\_\_\_\_.

**Secretary:** They can start tomorrow morning.

**Parent:** \_\_\_\_\_.

**Secretary:** Have a nice day.

## Listen up! Parent Role

**Secretary:** \_\_\_\_\_.

**Parent:** Hello, my name is \_\_\_\_\_. I want to enroll my children in school.

**Secretary:** \_\_\_\_\_.

\_\_\_\_\_.

**Parent:** Here they are.

**Secretary:** \_\_\_\_\_.

\_\_\_\_\_.

**Parent:** Okay.

**Secretary:** \_\_\_\_\_.

\_\_\_\_\_.

**Parent:** (fills in the form). Here you go. What bus will my children take?

**Secretary:** \_\_\_\_\_.

\_\_\_\_\_.



**Parent:** We live on \_\_\_\_\_.

**Secretary:** \_\_\_\_\_.

**Parent:** Thanks. When can they start?

**Secretary:** \_\_\_\_\_.

**Parent:** Okay, thank you. Goodbye.

**Secretary:** \_\_\_\_\_.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
		<b>FREE SPACE</b>		

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

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Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

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Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_  
Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_

Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_

Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Emergency Contact Sheet**

Student Name: \_\_\_\_\_

In Case of Emergency, please contact:

Name \_\_\_\_\_ Name \_\_\_\_\_

Cell Number: \_\_\_\_\_ Cell number: \_\_\_\_\_

Relationship: \_\_\_\_\_ Relationship: \_\_\_\_\_

## Lesson Plan: Talking to a Mechanic

### Hablado con un Mecánico

*This lesson corresponds with pages 11-16 of Inglés en Minutos: Book 5*

When one has car troubles, it is important to be able to explain what the symptoms are to a mechanic. This way they may be able to identify what is wrong and repair it for you. This lesson will help you to identify terms that can help you at the car shop when you need help.



This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students comprehension of the meaning of new words.

The purpose of this lesson is to help students to practice talking to a mechanic to repair a car problem and to do so in English.

### What Do We Know?

Introduce the topic by reading a picture book about a trip to the mechanics, like *Under the Hood* by Merlin.

As you read stop and ask questions and relate to personal experiences with car troubles (*schema activation*). Ask questions that show comprehension of the story as you read.

After reading, discuss the book and ask the students about their experiences. Ask the beginner students in Spanish. All others may be asked in English, but can answer in Spanish to start off with.

- What was your first car?
- Was there anything wrong with it?
- Who did you get to help you?
- How long did it take to fix?
- Was it expensive?

As a class, using *Inglés en Minutos* books and prior knowledge have learners make a list of some things that can go wrong with their car, the students can read it to you and you may

write it out on the board. Then they may write it on their sheet of paper in groups that start with similar sounds and, if possible, try to have advanced students organize the words into rhyming groups.

For example, beginners may group blinker, brake and battery in one group. Advanced students may group accelerator and alternator into one group as the ending sounds are similar.

### Acting it out:

Have learners practice the scripted dialogue for talking with a mechanic. You may begin as a group alternating between roles. More advanced students can play a role individually while intermediate and beginners can respond as a group.

Then, separate the students into groups and let them practice together. Allow time for students to clear up anything they do not understand.

As they work in small teams, they may change the problem the car is having with other terms from the book (vocabulary development). They should be spread out throughout the room so that teams do not distract each other.

### Listen Up!

Learners can create pair dictations of the dialogue (*syntactical processing*) by dictating sentences to their partner. Make enough copies of the activity for the number of pairs in your class.

1. Put students into pairs, facing each other across the room (or if possible, use internal office phones in the building, this goes a long way to improving students' skills.)
2. Hand out the activity. Give the Mechanic Role to one student in each pair, and Car Owner Role to the other.
3. Students dictate their half of the dialogue to their partner across the room (or using the techniques practiced in the other activities), until both have completed it. The first pair to finish (accurately) is the winner. For beginning or intermediate students let them know they can also write in their native language what they think their partner is dictating to check for understanding.

### Follow-up:

After the topic has been taught, in the last few minutes they may review vocabulary by completing the word search, which will help the students identify the letters in the word. Beside the word they may write out the translation in their first language to help them remember the name.

Also, they may play a game that you write one of the simpler vocabulary words on the board and one of the more advanced students can go sit in front of the board and try to

name the vocabulary word as the rest of the students describe it to them in their own language without translating it directly. The beginners may also sit in front of the class but can use a word bank. Intermediates can use a list of the words in English alone. The more advanced can describe in simple terms in English when describing it to others.



### Practicing a visit to the Mechanic: Mechanic Role

**Mechanic:** What can I do for you?

**Mechanic:** When does that happen?

**Mechanic:** There may be something wrong with your disc brakes. I will have to test it.

**Mechanic:** We can replace them if they are worn out.

**Mechanic:** \_\_\_\_\_ dollars.

**Mechanic:** About \_\_\_\_\_ hours. Feel free to wait in the lobby.



### Practicing a visit to the Mechanic: Car Owner Role

**Owner:** My car makes a strange noise.

**Owner:** When I press on the brakes.

**Owner:** what would you have to do?

**Owner:** How much would that cost?

**Owner:** Okay. How long will it take to get it fixed?

**Owner:** Okay. Thank you.

## Listen Up! Mechanic Role



**Mechanic:** What can I do for you?

**Owner:** \_\_\_\_\_.

**Mechanic:** When does that happen?

**Owner:** \_\_\_\_\_.

**Mechanic:** There may be something wrong with your disc brakes. I will have to test it.

**Owner:** \_\_\_\_\_.

**Mechanic:** We can replace them if they are worn out.

**Owner:** \_\_\_\_\_.

**Mechanic:** \_\_\_\_\_ dollars.

**Owner:** \_\_\_\_\_.

**Mechanic:** About \_\_\_\_\_ hours. Feel free to wait in the lobby.

**Owner:** \_\_\_\_\_.

## Listen Up! Car Owner Role

**Owner:** My car makes a strange noise.

**Mechanic:** \_\_\_\_\_.

**Owner:** When I press on the brakes.

**Mechanic:** \_\_\_\_\_.

**Owner:** what would you have to do?

**Mechanic:**  
\_\_\_\_\_.

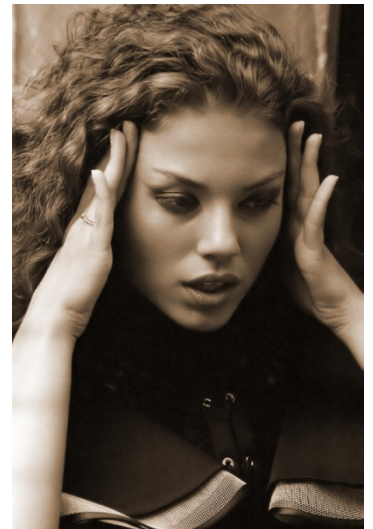
**Owner:** How much would that cost?

**Mechanic:**  
\_\_\_\_\_.

**Owner:** Okay. How long will it take to get it fixed?

**Mechanic:**  
\_\_\_\_\_.

**Owner:** Okay. Thank you.





# Trip to the Mechanic

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

ACCELERATOR \_\_\_\_\_  
ALTERNATOR \_\_\_\_\_  
AXLE \_\_\_\_\_  
BATTERY \_\_\_\_\_  
BLINKER \_\_\_\_\_  
BRAKE \_\_\_\_\_  
CARBURETOR \_\_\_\_\_  
CLUTCH \_\_\_\_\_  
CYLINDER \_\_\_\_\_  
DISTRIBUTOR \_\_\_\_\_  
FENDER \_\_\_\_\_

GEAR \_\_\_\_\_  
HEATER \_\_\_\_\_  
HOOD \_\_\_\_\_  
HORN \_\_\_\_\_  
JACK \_\_\_\_\_  
LOCK \_\_\_\_\_  
MIRROR \_\_\_\_\_  
SEAT \_\_\_\_\_  
SEATBELT \_\_\_\_\_  
TIRE \_\_\_\_\_  
TRUNK \_\_\_\_\_  
WIRES \_\_\_\_\_

## Lesson Plan: The City and the Beach

### La Ciudad y la Playa

*This lesson corresponds with pages 20-26 of Ingles en Minutos: Book 5*

This lesson has been developed to help develop important skills in reading such as *phonological processing, vocabulary development, syntactical processing, schema activation*. These skills are particularly helpful when students are learning a new language.

- Schema Activation is building on background knowledge of students.
- Phonological processing helps students recognize sounds and pronunciation.
- Syntactical processing helps students recognize appropriate words to be included in various phrases.
- Vocabulary development aids students comprehension of the meaning of new words.



The purpose of these materials is to get the students to practice recognizing terms seen when driving or walking to a new place. It may help with giving directions and when travelling.

### What Do We Know?

Begin by reading a book that allows students to see the subject matter clearly and will allow them to talk about personal experiences. Allow time for students to ask questions and ask questions as well to test for comprehension. You may like to read a book about the beach like *Magic Beach* by Alison Lester. Have students talk about personal experiences with you briefly after reading as well.

A vocabulary review game for this lesson would be to draw a city with a coastline on the board and let the students use a matchbox car with a magnet attached to follow directions given to them from another student. The student moving the car should be an intermediate student to begin with. Advanced students can give the directions in English and in full sentences. Beginner students may give directions while using typical sentence structures. Ex: "Turn \_\_\_\_\_ at \_\_\_\_\_ Street after \_\_\_\_\_ blocks." Beginners can also rely on a word bank to start off with. Intermediate students may also use the set up sentence to give directions. Each may take turns following directions.



Review: Signs, City, and beach vocabulary from pages 20-26 of *Ingles en Minutos Book 5*. Draw a picture of signs seen around town or print them out, including ones seen at stores and have students name the vocabulary word that corresponds to them. Have students take turns drawing the vocabulary word on the board. Beginners can use a word bank.

### Acting it out:

Have learners practice the scripted dialogue for getting directions to getting to the beach. You can begin as groups having the students respond in groups. You may want to divide the class into boys and girls and have the groups play one role at a time, then switch.

Have listeners follow directions on a copy of the city map (example map below: Key West). Students should be standing away from each other so as to not point to where they want them to go.

### Listen Up!

Learners can create pair dictations of the dialogue (*syntactical processing*) by dictating sentences to their partner. Make enough copies of the activity for the number of pairs in your class.

1. Put students into pairs, facing each other across the room
2. Hand out the activity. Give Receptionist Role to one student in each pair, and Tourist Role to the other.
3. Students dictate their half of the dialogue to their partner across the room (or using the techniques practiced in the other activities), until both have completed it. The first pair to finish (accurately) is the winner. For beginning or intermediate students let them know they can also write in their native language what they think their partner is dictating to check for understanding.

### Practicing asking for information: Receptionist Role

**Receptionist:** Good morning.

**Receptionist:** Are you having a good stay at the Marquesa Hotel?

**Receptionist:** Is there anything I can help you with?

**Receptionist:** Yes, of course. Go down the street and you will see a sign that says gift shop right across from a coffee shop.

**Receptionist:** Yes, they have many things there just in case you have forgotten anything.

**Receptionist:** Yes, they have pails, sand buckets.

**Receptionist:** You can go to the drug store down the street. If you need it, they also offer beach bags, sunhats and swimsuits.

**Receptionist:** Just a few streets down. Turn left on Simon Street and go down a few blocks. You should see signs that direct you towards it if you have any problems.

**Receptionist:** No problem. Have a good day.



### Practicing Asking for information: Tourist Role

**Tourist:** Good morning.

**Tourist:** Yes, I am. Thank you.

**Tourist:** Yes, can you please tell me where I can buy things for the beach?

**Tourist:** Can I buy towels there?

**Tourist:** How about toys for kids?

**Tourist:** Where can I go to get sunblock?

**Tourist:** Great! How far is the beach from there?

**Tourist:** Okay, thank you for your help!



## Listen Up! Receptionist Role

**Receptionist:** Good morning.

**Tourist:** \_\_\_\_\_.

**Receptionist:** Are you having a good stay at the Marquesa Hotel?

**Tourist:** \_\_\_\_\_.

**Receptionist:** Is there anything I can help you with?

**Tourist:** \_\_\_\_\_.

**Receptionist:** Yes, of course. Go down the street and you will see a sign that says gift shop right across from a coffee shop.

**Tourist:** \_\_\_\_\_.

**Receptionist:** Yes, they have many things there just in case you have forgotten anything.

**Tourist:** \_\_\_\_\_.

**Receptionist:** Yes, they have pails, sand buckets.

**Tourist:** \_\_\_\_\_.

**Receptionist:** You can go to the drug store down the street. If you need it, they also offer beach bags, sunhats and swimsuits.

**Tourist:** \_\_\_\_\_.

**Receptionist:** Just a few streets down. Turn left on Simon Street and go down a few blocks. You should see signs that direct you towards it if you have any problems.

**Tourist:** \_\_\_\_\_.

**Receptionist:** No problem. Have a good day.



## Listen Up! Tourist Role

**Tourist:** Good morning.

**Receptionist:** \_\_\_\_\_.

**Tourist:** Yes, I am. Thank you.

**Receptionist:** \_\_\_\_\_.

**Tourist:** Yes, can you please tell me where I can buy things for the beach?

**Receptionist:** \_\_\_\_\_.

**Tourist:** Can I buy towels there?

**Receptionist:** \_\_\_\_\_.

**Tourist:** How about toys for kids?

**Receptionist:** \_\_\_\_\_.

**Tourist:** Where can I go to get sunblock?

**Receptionist:** \_\_\_\_\_.

**Tourist:** Great! How far is the beach from there?

**Receptionist:** \_\_\_\_\_.

**Tourist:** Okay, thank you for your help!







- 1 The Little White House
- 2 Mel Fisher Maritime Society Museum
- 3 Old Post Office/ Coast Guard Building
- 4 Audubon House

- 5 Harbor House
- 6 Oldest House
- 7 Sloppy Joe's Bar/ Old City Hall
- 8 Bahama House
- 9 St. Paul's

- 10 Old Stone Methodist Church
- 11 Marquesa Hotel
- 12 San Carlos Opera House
- 13 The Piggy Mills House & Garden