



# *Languages Other Than English*

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## *Checkpoint A*

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### *Resource Guide*



The University of the State of New York

The State Education Department

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November 2001

Dear Colleague:

Languages Other Than English: Checkpoint A Resource Guide has been developed at the request of teachers throughout New York State. These teachers expressed the need for additional guidance in understanding the changes that have been made to the New York Second Language Proficiency Examination and in developing curricula that will engage students and prepare them to meet the higher standards expected of all students.

This document incorporates the foundations for second language acquisition as presented in earlier State Education Department publications such as the syllabus, Modern Languages for Communication, and Preliminary Draft Framework for Languages Other Than English and Learning Standards for Languages Other Than English. The content for this guide is, however, specific to Checkpoint A. The intent of this guide is to provide beginning-level language teachers with ideas for instructional activities that may be spiraled over a three-year sequence, to acquaint them with changes in assessment and how to use assessment tools such as rubrics and checklists for more equitable scoring, and to suggest effective teaching strategies.

A group of experienced language teachers worked with State Education Department Staff in preparing this resource guide. In addition to their own research and expertise, they received material, advice, and comments from many other practitioners. The funding for the development, printing, and distribution of this document comes from a Goals 2000 grant administered by the Hamilton-Fulton-Montgomery BOCES.

A response to these materials is welcome. Please direct your comments to:

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Sincerely,

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# Foreword

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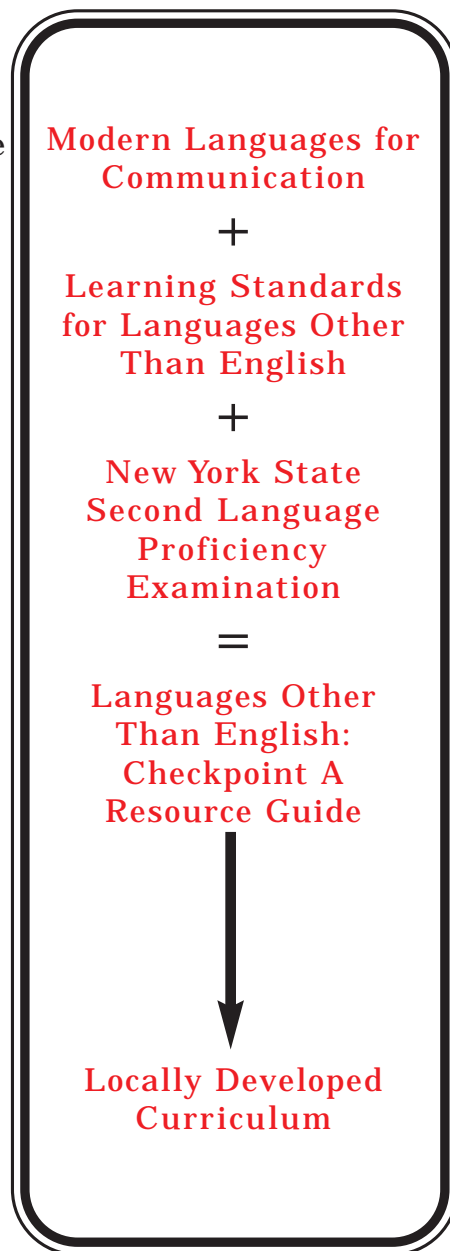
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New York State is engaged in a serious effort to raise standards for students. The Department's strategy for raising standards includes three elements:

1. Setting clear, high expectations/standards for all students and developing an effective means of assessing student progress in meeting the standards;
2. Building the local capacity of schools/districts to enable all students to meet standards; and
3. Making public the results of the assessment of student progress through school reports.

This document, *Languages Other Than English: Checkpoint A Resource Guide*, provides teachers at this level of language instruction with the resources needed to prepare all students for higher expectations. It presents connections among three other resources in languages other than English: *Modern Languages for Communication: New York State Syllabus*; *Learning Standards for Languages Other Than English*; and *New York State Second Language Proficiency Examinations*. Familiarity with each of these documents is critical in understanding Checkpoint A. Teachers are encouraged to visit the Department's website, [www.emsc.nysed.gov/ciai/lotc.html](http://www.emsc.nysed.gov/ciai/lotc.html) for other related documents.

Teachers, administrators, staff developers, and teacher trainers who use this document will have a better understanding of how the Checkpoint A classroom should function, what it should look like, and the kinds of communicative learning activities that help students achieve success at the higher levels required by the new learning standards. Providing guidelines for locally developed curricula, this document articulates the links connecting the curricula, the standards, and the assessments. Samples of learning activities demonstrate how the core curriculum on languages other than English (LOTE) differs from that in other subject areas and how teachers may expand the same concepts, skills, and understandings across multiple years of study. Although intended primarily for teachers of modern languages, all teachers of languages other than English will find certain portions of this document useful.



# Acknowledgments

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Checkpoint A Resource Guide was developed at the urging of many teachers, all of whom requested a document that would succinctly present guidance aimed at achieving student success in the Checkpoint A classroom.

The document was created, published, and disseminated through a Goals 2000 grant awarded to the Hamilton-Fulton-Montgomery BOCES. Dr. Lorraine Hohenforst administered the grant and participates in the process.

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*Attaining  
Checkpoint A:  
Building the Spiral*



# Philosophy

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Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language increases the opportunities to interact with other peoples and to understand other cultures. As the world becomes increasingly interdependent, it is important for every person to acquire the skills for communication with others and to attain cross-cultural understanding.

Checkpoint A study of languages other than English is the beginning of the curriculum and is a graduation requirement for all students in New York State. Assessment is based on the communicative approach in which the structure of the language is ancillary to, and yet supportive of, the primary goal of meaningful communication.

Checkpoint A:

- emphasizes simple, selected sentence structures, not necessarily limited to the present tense;
- sets the stage for oral and written communication for the beginning language learner;
- fosters cultural understandings;
- includes age-appropriate communicative activities, strategies, and goals that address the particular needs and interests of middle school students;
- encourages interdisciplinary connections; and
- is the first step on the pathway to linguistic proficiency.

Checkpoint A is not intended to fully develop linguistic proficiency or grammatical accuracy. It is an introductory-level curriculum that lays the groundwork for future studies. The expected linguistic growth can be demonstrated over time. It is hoped that this document, with its focus on Checkpoint A instruction, will be used in connection with the syllabus and the learning standards.

The philosophical basis for this document rests on the Board of Regents recognition of the diversity of students in New York State, including students with disabilities, English language learners, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work toward attaining higher levels of achievement. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for learning capabilities.

# Standards and Performance Indicators

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Learning a language other than English may begin at any time. Performance indicators are therefore keyed to checkpoints, which may be measured at any point in the K-12 continuum. Checkpoint A is considered to be a way station enroute to proficiency. The performance indicators at this level suggest the degree of proficiency that students are expected to demonstrate at that specific checkpoint. They imply a “snapshot” of the student’s capabilities at this particular point while on the road to continued study and proficiency.

**Standard 1: Students will be able to use a language other than English for communication.**

Checkpoint A performance indicators (listening and speaking):  
Students can...

- comprehend simple language consisting of basic vocabulary and structures in face-to-face conversation with peers and familiar adults;
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words;
- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

Checkpoint A performance indicators (reading and writing):  
Students can...

- understand the main idea and some details of simple informative materials written for native speakers; and
- compose short, informal notes and messages to exchange information with members of the target culture.

**Standard 2: Students will develop cross-cultural skills and understandings.**

Checkpoint A performance indicator:  
Students can...

- Use some key cultural traits of the societies in which the target language is spoken.

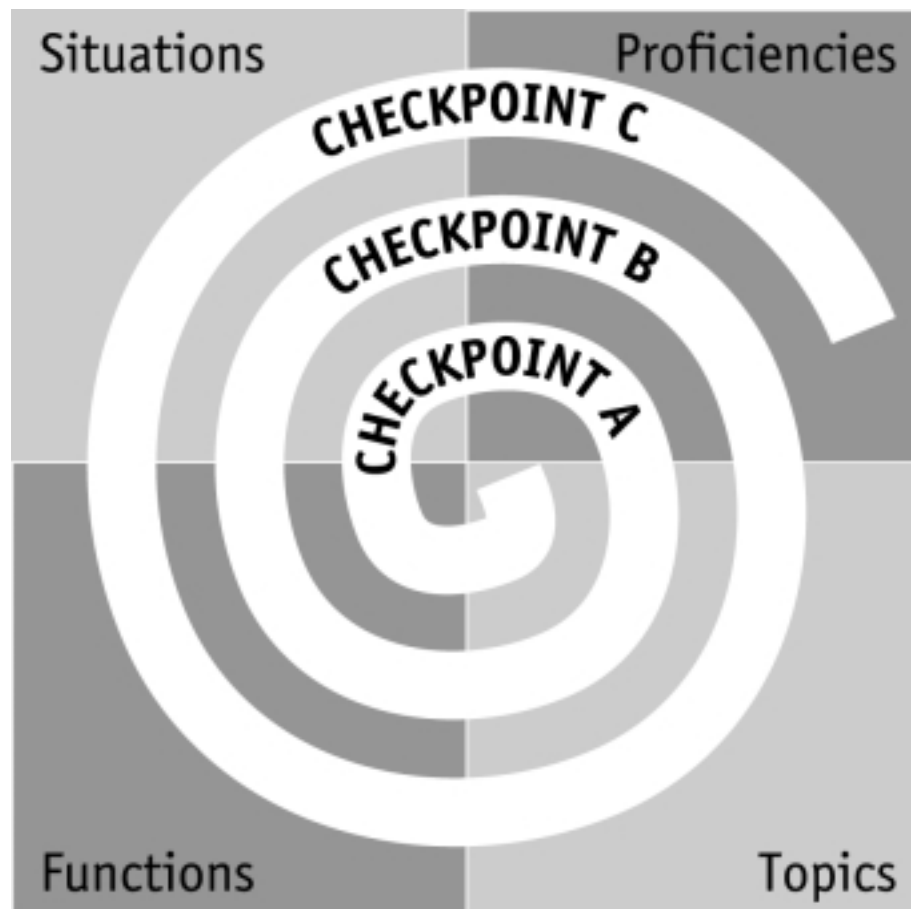
# Core Curriculum

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A core curriculum for LOTE consists of all its topics, situations, and functions as described in the syllabus Modern Languages for Communication. These dimensions of language acquisition are appropriate for all K-12 language learners.

Unlike other subject areas, the core curriculum for LOTE does not change as a student progresses through the discipline's continuum. Rather, the changes that occur across grade level are keyed to the depth of knowledge and range of understanding that a student demonstrates about a given topic, situation, or function. This is referred to as the spiraling effect.



The topics, functions, and situations are equally appropriate for the 21st-century student because they are flexible enough to accommodate changes in skill levels, present-day attitudes, styles, and mores. There is, however, another dimension to language acquisition described in the syllabus that has changed the “how well” dimension that is described by proficiency levels at Checkpoints A, B, and C. At Checkpoint A, the proficiency level is measured by the Second Language Proficiency Examination. A panel of practitioners consisting of experts in the field recommended changes that bring the examination into alignment with the new, higher standards for LOTE. The State Education Department has accepted these changes and they will be discussed fully in the Aligning Standards and Assessment section.

# A Three-Year Sequence

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## Statement of Purpose

Checkpoint A has traditionally been taught as a two-year program in the middle schools. With the new graduation requirements and emphasis on raising standards, many schools have opted to teach Checkpoint A over a three-year cycle. Although instruction may occur over any three-year span, most typically this happens in grades 6, 7, and 8. A three-year sequence plan provides greater flexibility in the curriculum and more time to develop the necessary skills to achieve proficiency. As a result, greater success on the Second Language Proficiency Examination is expected.

The following pages represent one way in which a school might choose to distribute the Checkpoint A topics in a three-year program. It is important to note that in the true nature of spiraling, most all topics are introduced in the first year of instruction and become the basis for expansion in subsequent years. Since material will be expanded throughout these years, teachers are cautious about the amount of material being taught at the introductory level. This spiraling instruction allows greater practice over time and facilitates the development of language proficiency.

The list of topics on the chart that follows is taken directly from the syllabus. Although listed in a logical sequence beginning with Personal Identification, the order of topics is not fixed. Teachers may start anywhere on the chart and may move in any direction from the starting point.

## Suggested Distribution

TOPIC	GRADE LEVEL		
	6	7	8
<b>PERSONAL IDENTIFICATION</b>			
Biographical Information			
age	x	x	x
nationality	x	x	x
address and telephone number	x	x	x
family	x	x	x
occupation	x	x	x
place and date of birth	x	x	x
Physical Characteristics			
height	x	x	x
weight	x	x	x
complexion			x
facial features		x	x
body shape	x	x	x
color of hair/eyes	x	x	x
disabilities			x
Psychological Characteristics			
character	x	x	x
personality	x	x	x
likes and dislikes	x	x	x
tastes and interests	x	x	x
<b>HOUSE AND HOME</b>			
Types of Lodging			
house	x	x	x
apartment	x	x	x
Rooms and Other Lodging Components			
identification	x	x	x
size/function		x	x
furnishings	x	x	x
garden/terrace/balcony	x	x	x
<b>FAMILY LIFE</b>			
family members	x	x	x
activities		x	x
<b>COMMUNITY/NEIGHBORHOOD</b>			
common activities		x	x
local stores/activities	x	x	x
recreational opportunities			x

TOPIC	GRADE LEVEL		
	6	7	8
<b>PHYSICAL ENVIRONMENT</b>			
Physical Features			
big city			X
small town			X
village			X
suburb			X
country	X	X	X
geography of area	X	X	X
Climate and Weather			
seasons	X	X	X
temperature/precipitation/wind	X	X	X
Quality of Environment			
opportunities for recreation and entertainment		X	X
<b>MEAL TAKING/FOOD/DRINK</b>			
Types of Food and Drink			
everyday family fare	X	X	X
regional and national specialties		X	X
fast food	X	X	X
food and drink preparation			X
Mealtime Interaction			
regular family meals	X	X	X
eating with friends/relatives		X	X
eating out	X	X	X
<b>HEALTH AND WELFARE</b>			
Parts of the Body			
identification	X	X	X
Illnesses and Accidents			
symptoms of illnesses	X	X	X
<b>EDUCATION</b>			
School Organization			
types of schools		X	X
subjects	X	X	X
schedule/school year		X	X
School Life			
extracurricular activities	X	X	X
<b>EARNING A LIVING</b>			
Types of Employment			
commonly known occupations	X	X	X



TOPIC	GRADE LEVEL		
	6	7	8
<b>LEISURE</b>			
Available Leisure Time			
after school	x	x	x
weekends	x	x	x
holidays	x	x	x
vacations	x	x	x
Activities			
hobbies/sports/other interests	x	x	x
use of media		x	x
Special Occasions			
religious events	x	x	x
traditions and customs	x	x	x
family occasions	x	x	x
<b>PUBLIC AND PRIVATE SERVICES</b>			
Communications			
telephone	x	x	x
mail		x	x
Government Agencies			
post offices		x	x
<b>SHOPPING</b>			
Shopping Facilities			
shopping centers		x	x
specialty shops	x	x	x
neighborhood merchants	x	x	x
department stores		x	x
markets	x	x	x
Shopping Patterns			
time (opening hours...)		x	x
currency		x	x
interaction with sales staff	x	x	x
staples and everyday purchases		x	x
Shoppers' Information			
prices	x	x	x
<b>TRAVEL</b>			
Transportation			
means of transportation	x	x	x
maps		x	x
timetables and fares			x
signs and instructions			x
interaction at ticket counters		x	x
advertisements/promotional information	x	x	x
<b>CURRENT EVENTS</b>			
Political, Social, and Economic Aspects			
miscellaneous news	x	x	x
Cultural Aspects			
arts (theater/cinema/music)	x	x	x
people in the news	x	x	x
special events	x	x	x



*Samples of  
Instructional  
Activities*



# Overview

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**T**he spiraling effect of language acquisition begins at the student's first exposure to the target language. It continues through all checkpoint levels and beyond to lifelong learning.

The instructional activities presented in this document are limited to those appropriate to Checkpoint A. The student's proficiency at this level is measured by the New York State Second Language Proficiency Examination. General information regarding assessments can be found on page 51. A specific description of the Second Language Proficiency Examination can be found on page 54.

Two activities, Meal Taking and Health and Welfare, have been expanded to show how learning spirals across a three-year Checkpoint A sequence. All Checkpoint A activities, as well as those represented in this document, may be similarly expanded to reflect the spiraling effect that occurs in the more traditional middle school program.

All the activities in this document have the following in common:

- Checkpoint A students and classes are the targeted audience.
- Both LOTE standards are addressed.
- All activities were developed and presented by New York State teachers in Checkpoint A classrooms.
- Performance indicators that are tied to the standards are marked clearly.
- All activities represent a communicative approach.
- The instructional activities are designed for class periods 30-40 minutes long.
- Objectives for the instructional activities are stated clearly.
- The necessary support materials for these activities have been identified.
- They can be modified to fit any topic from the syllabus.

# Health and Welfare

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**Activity:** Symptoms of Illness  
(introductory lesson)

**Suggested Grade:** 6

**Objectives:**

- Students will recognize and say that a certain body part hurts in the TL.
- Students will recognize and say an appropriate response, such as: “I’m sorry” or “What a shame!”

- Students will complete a simple medical form in the TL.

**Functions:** providing/obtaining information, socializing, expressing feelings/emotions

**Related Topics:** earning a living

**Prior Knowledge:** 10-12 body parts, the interrogative what

**Materials:** chalkboard, chalk, Band-Aids, ice packs, Ace bandages, puppet

**Anticipatory Set:** Teacher pantomimes body part that hurts and says in the TL, “My \_\_\_\_\_ hurts.” Then s/he changes to “No, my \_\_\_\_\_hurts,” continuing with several other body parts.

## Instructional Phase:

1. Teacher will do a five-minute warm-up to review parts of the body by playing “Simon Says.” Teacher stands in front of the class and touches a part of his/her body as s/he says in the TL, “Simon says: Touch body part.” Students follow, repeating the word and touching the named body part, unless teacher does not say “Simon Says.”
2. Teacher then holds his/her head and says in the TL, “My head hurts.” S/he continues with other parts, repeating the phrase, “My \_\_\_\_\_ hurts,” and using facial expressions that show pain or discomfort.
3. Teacher announces in the TL, “All of you are going to act like you are hurting today. Repeat after me: “My \_\_\_\_\_ hurts.” Students will repeat the phrase in the TL while touching the named body part.
4. Holding a puppet, teacher asks the puppet in the TL, “What hurts?” The puppet (teacher’s voice) responds in the TL, “My \_\_\_\_\_ hurts.” Teacher circulates among students and uses the puppet to ask in the TL “What hurts?” Students may ask the puppet the same thing in the TL. When students respond with “My \_\_\_\_\_ hurts,” teacher gives an appropriate expression such as “I’m sorry” or “What a shame!” and writes it on the board in the TL. If a puppet is not available, teacher selects a student to interact with and asks, “What hurts?” If needed, teacher may prompt students by saying, “My \_\_\_\_\_hurts?” or “Does your \_\_\_\_\_hurt?” in the TL.
5. Teacher writes in the TL on board, “What hurts?” and “My \_\_\_\_\_(body part) hurts.” Students are paired and medical items (Band-Aids, ice packs, Ace bandages, etc.) are distributed to each pair of students. Partner A will follow the model demonstrated by teacher or puppet and ask, “What hurts?” Teacher will say, “Pick one body part that hurts today.” Partner B will respond, following the model, “My \_\_\_\_\_hurts,” and then place a Band-Aid or other prop on his/her own appropriate part that hurts. Partner A responds, “I’m sorry,” or uses other appropriate expression in the TL. Students will switch roles and practice this pattern with other body parts. Students may refer to written expressions on board as needed.

<b>Standards:</b> LOTE 1 and 2	<b>Performance Indicators</b> <ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: paired activities.</li><li>• Students will recognize key cultural traits of the TC societies: discussion of travel in the TC.</li></ul>
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6. To show that the verb form changes from singular to plural, teacher makes a T chart (see example) on the board with one Band-Aid on the left side and two Band-Aids on the right to represent the singular/plural body parts. Teacher writes above one Band-Aid in the TL “My \_\_\_\_\_ hurts” and above the two Band-Aids “My \_\_\_\_\_s hurt.” In the TL teacher elicits from students body parts that can be singular (for example, nose, mouth, arm, leg) and writes them under left column and those that can be plural (for example, arms, legs, eyes) under the right column. (See chart on page 18.)
7. Students repeat activity #5, indicating one or two parts and using one or two Band-Aids as appropriate.
8. Teacher circulates during paired activity, offering assistance and informally assessing student’s performance. (Teacher should make notes of general errors to review at a later time.)
9. Class brainstorms briefly the possible reasons a person might need to see a doctor while traveling in the TC. Awareness of changes in food, water, climate, and safety features are topics that may be part of the discussion.

### Homework Assignment:

Teacher will say:

You have been traveling in the TC and have had an injury. Tomorrow you will tell us how you got hurt and you will bring in a completed medical form that you might have to submit to the doctor in the TC. (See example)

Teacher distributes a teacher-made medical form for students to complete at home. Students will fill out the form, providing personal information in the TL such as name, address, phone number, and age, and a brief statement telling what part or parts of the body hurt.

### Suggested Follow-up Activities:

1. Using the completed medical form from the homework assignment, students play the role of doctor/nurse or patient and ask and answer questions about what hurts. They might create skits that they act out in class, bringing in their own props. While students are performing their skits, the rest of the class could be completing a short form describing patient symptoms on the basis of the information given.
2. Using a poster of a body or a drawing of a body on the chalkboard, teacher distributes magnetized Band-Aids to various students and asks other students without Band-Aids to name in the TL a part of the body that hurts. Teacher selects a student with a Band-Aid to go to the board or poster and place the Band-Aid on the body part mentioned (whole class activity).
3. Teacher holds a discussion of what information (for example, insurance records, list of medications, list of allergies) should be carried when traveling outside the United States. Students might make up a form containing such information.

### Suggested Sources of Authentic Reading:

- Articles on exercise
- Package labels from common products such as Band-Aids, aspirin, sunscreen, tissues, etc.
- Foreign travel brochures that mention different health concerns
- Children’s storybooks that teach the parts of the body
- Health-related brochures

## Suggestions for Spiraling:

Note: This instructional activity is not representative of the entire Health and Welfare activity. It is the introductory point of the topic, and is based on the assumption that certain other material would have been taught before completing the topic.

Grade 7 students will:

- Learn approximately six new body parts.
- Review vocabulary with total physical response (TPR) activities. Examples: Teacher calls out the body part and students draw and share, or point to it on a pre-drawn figure.
- Review expressions for “Something hurts.”
- Learn limited vocabulary and expressions to express how one feels.
- Learn a few (three to five) common illnesses with remedies.
- Make floor-sized body tracings with labels.
- Create a dialogue in the doctor’s office.

Grade 8 students will:

- Review expressions for “Something hurts.”
- Name body parts and specify related activities(e.g., “I need eyes for reading”).
- Review/teach vocabulary related to health care (e.g., doctor, nurse, hospital, clinic, pharmacy, etc.). This should consist of about six items.
- Introduce three to six vocabulary words for common products used to treat illnesses (e.g., aspirin, Band-aids, etc.).
- Create a telephone conversation in which the student has to change plans with a friend due to an illness.
- Students can read articles related to good health practices such as exercise, nutritious eating, etc.
- Students can create posters that exemplify good health habits and recommendations for healthy living in the TL.



# SAMPLE MEDICAL FORM

(Should be culturally correct and in the TL)

Dr. John Doe  
19 Broad Avenue  
Albany, New York 13468  
Telephone (518) 455-2000

Patient's Last Name \_\_\_\_\_

First Name \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Country \_\_\_\_\_

Describe symptoms: My \_\_\_\_\_ hurts. or

My \_\_\_\_\_s hurt.

HEALTH & WELFARE:  
SYMPTOMS OF ILLNESS

My \_\_\_\_\_ hurts.



My \_\_\_\_\_s hurt.



\_\_\_\_\_.



\_\_\_\_\_.



# Education

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**Activity:** What Class Is It?  
(introductory lesson)

**Suggested Grade:** 6

**Objective:** • Students will learn the vocabulary for their class subjects in the TL.

**Function:** providing and obtaining information; socializing (follow-up activity)

**Related Topics:** leisure (follow-up activity)

**Prior Knowledge:** none

**Materials:** objects/pictures representing subject areas, container for objects, prepared schedule grid in the TL, Venn diagram

**Anticipatory Set:** In English, teacher says that the class will look at some objects and decide which subject areas they represent. From a container of obviously representative props or pictures from the different subject areas, student volunteers pick up a prop and hold it up. In the TL, teacher says the word for the subject represented by the prop. Students spontaneously say the word out loud in English.

<b>Standards:</b>  LOTE 1  LOTE 2 (follow-up activities)	<b>Performance Indicators</b> <ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: instructional phase.</li><li>• Students will recognize key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—discussion of class schedules and schools of the TC.</li></ul>
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## Instructional Phase:

1. Teacher provides opportunities for students to recognize the new vocabulary. For example, teacher mentions various subjects in the TL while holding up a typical object representing a class subject (e.g., microscope). Students can raise both hands when they hear the subject related to the object being shown. Teacher repeats the activity until the students seem to recognize the vocabulary.
2. Teacher again holds up an object representing a class subject and in the TL offers a choice of two subjects from which to pick. For example, s/he might say, “Is this for math or science?” Volunteer students respond in the TL. When the response is correct, the teacher repeats the word. If it is not correct, teacher offers the choice again, emphasizing the correct answer, thus fostering success. Teacher repeats the activity until all students can successfully produce the majority of the class subject vocabulary.
3. Teacher asks student volunteers to name a classroom subject in the TL. Teacher writes it on the board.
4. Teacher divides students into groups of three or four and has them number off within the team. Teacher holds up an object and in the TL asks which subject it represents. Group members talk and decide on an answer. Then teacher randomly calls out a number. All students with that number simultaneously respond in the TL. This is repeated until all vocabulary words have been reviewed.

## Homework Assignment:

Teacher distributes a copy of the list of subjects in the TL as well as a prepared schedule grid to each student. Students individually fill out their own schedule on the grid in the TL, using the words as a guide. (This personalization is important as a motivator for the middle school student.)

### **Suggested Follow-up Activities:**

1. Working in pairs, students fill out a Venn diagram in the TL based on comparing and contrasting their schedules.
2. Students look at a schedule from the TC and compare and contrast similarities and differences.
3. Class schedule may also include teacher name (with title in the TL), class period or time, and room number.
4. Students can write a note describing their daily schedule at school to a friend who attends a different school in the TC. They could include one typical activity done in each class (to show students how to take a “list” and develop it into a paragraph).

### **Suggested Sources of Authentic Reading:**

- student class schedules
- course descriptions
- report cards
- floor plans of schools
- school information and flyers
- advertisements about back-to-school materials

## DAILY CLASS SCHEDULE

Name			
Period	Class	Room Number	Teacher's Name
1			
2			
3			
4			

Name			
Period	Class	Room Number	Teacher's Name
1			
2			
3			
4			
5			
6			
7			
8			
9			

# Family Life

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**Activity:** Names of Family Members (introductory lesson)

**Suggested Grade:** 7

**Objective:**

- At the end of the lesson, students will identify at least five family members in the TL.

**Functions:** providing/obtaining information; socializing (follow-up activity)

**Related Topics:** personal identification, earning a living, community, house and home

**Prior Knowledge:** Who is, of

**Materials:** chalk, overhead transparency, paper

**Anticipatory Set:** As an introduction to family vocabulary, teacher asks students to name some of their favorite sitcom or cartoon families. Teacher lists several sitcom/cartoon family names on chalkboard or overhead transparency. Then teacher asks how many students are familiar with each of those listed and writes the number next to the name of the family.

## Instructional Phase:

1. From the list of families in the anticipatory set, teacher chooses one that the majority are familiar with and writes the name of the family on the board or transparency with the heading in the TL (for example, “The \_\_\_\_\_ family”). Note difference of word order between English and the TL if appropriate.
2. Teacher asks students to name one of the characters in the family and tell his/her relationship. Teacher writes that member’s first name on the board and the various relationships to other family members in the TL as s/he pronounces it. Teacher continues until all members have been elicited. S/he summarizes by repeating the list, pointing to the names and saying their relationship in the TL, and encouraging students to repeat.
3. Teacher gives a choice in the TL. For example, s/he says, “Is Bob the father or brother of John?” Students respond with appropriate family member word in the TL.
4. Teacher asks in the TL, “Who is the father?” Individuals may respond with “Bob is the father.” Teacher continues questioning until students can successfully produce most of the vocabulary.
5. Teacher asks in the TL, “Who is Bob?” and the students respond with “the father” in the TL. S/he continues with other family members. Then students copy the vocabulary in the TL into their notebooks. Teacher will circulate and check for spelling while students copy.
6. Teacher distributes paper and asks students to choose a favorite sitcom/cartoon family or use their own and follow the model of the heading on the board in the TL: “The \_\_\_\_\_ Family.” Students will list the first name of family members and write one relationship of each next to the name in the TL. If students request additional TL words for their particular family, teacher should supply them.
7. Teacher encourages students to check their spelling from the TL list on board.

	<b>Performance Indicators</b>
<b>Standards:</b>	<ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: instructional phase.</li><li>• Students will compose short, informal notes and messages to exchange information: in-class writing activity.</li></ul>
LOTE 1	
LOTE 2 (follow-up activities)	

8. Students will write three short sentences below the list on their paper, following the model on the board. (For example, Bob is the father; Carol is the sister...)
9. Teacher collects the papers and encourages students to remember what they wrote for the next day. (Teacher will read them back to the class and students will have to recognize their own paper.)

### Homework Assignment:

1. Pointing to original sitcom family on the board, teacher asks, "Who is the father [mother, etc.]" and class responds in the TL.
2. Next day, teacher will read the description of students' families from previous lesson, and they must identify their own. Note: Several students might have the same listing. All should be credited with having identified their own.

### Suggested Follow-up Activities:

1. Teacher directs students as follows: "Write a 30-word note to your TC pen pal, telling him/her about a TV sitcom you regularly watch. Then describe the characters, using family members vocabulary. You might want to include physical/personality descriptions, age, favorite activities, etc." Teacher might write on the board in the TL the following to help students begin the note: "On Tuesdays I watch \_\_\_\_\_ (sitcom family). There are \_\_\_\_\_ people in the \_\_\_\_\_ family."
2. Students will read their descriptions to a partner, and the partner must identify the family.
3. Teacher reviews use of possession from lesson on names of family members. Students working in groups try to formulate a rule for showing possession. Ideas should be shared, and with teacher guidance a formal rule should be generated.

### Suggested Sources of Authentic Reading:

- comic strips
- birth announcements
- announcements of other events such as anniversaries, special TC holidays
- greeting cards
- teen magazines
- children's storybooks about families

# Meal Taking

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**Activity:** Fruit I Like and Dislike (introductory lesson)

**Suggested Grade:** 6

**Objective:**

- Students will recognize and express likes and dislikes of six fruits in the TL.

**Functions:** expressing personal feelings

**Related Topic:** shopping

**Prior Knowledge:** I like, I dislike

**Materials:** toy models (large pictures or transparencies) of six fruits (may include fruits found in TC), cards with pictures or vocabulary words in the TL, basket for the visuals, Venn diagrams for each pair of students, notebooks, egg timers, and multiple Venn diagrams for each pair of students

**Anticipatory Set:** Teacher puts basket in a prominent spot that all students can see, takes the fruit out of the basket piece by piece, and names it in the TL, indicating by pantomime and words whether or not s/he likes that fruit. (Uses thumbs up/down gesture and appropriate facial expression and body language to show likes and dislikes.)

## Instructional Phase:

1. Teacher shows each fruit, says it in the TL and has students raise their thumbs up if they like it and put their thumbs down if they do not, as modeled in anticipatory set stage.
2. Teacher repeats the above and encourages students to say the word for the fruit in the TL as they gesture to show like or dislike.
3. Teacher shows a fruit and asks if what s/he is saying is true or false (yes or no) in the TL. For example, an apple might be shown while teacher says it is a banana. Student would say yes or no in the TL. It might be advisable for the first two or three times to be true and after that to switch back and forth between true and false.
4. Teacher shows food and asks in the TL if it is \_\_\_ or \_\_\_. For example, teacher might show an apple and ask if it is a banana or an apple. Class or individual student volunteers reply, "It is an apple" in the TL.
5. Teacher displays the six different fruits (on board, overhead projector or chalkboard ledge). Teacher shows the words for the fruit on cards and says each word. Student volunteers come up and match words with the fruit on display. This could be done with the entire class or in small groups with sets of word cards and pictures for each group.
6. Students copy the fruits onto a food list in their notebooks. Teacher will circulate and check for spelling while students copy these words into the notebook.
7. Teacher models the gestures "I like" and "I don't like" with the displayed foods (and their labels).
8. Teacher puts a large Venn diagram on the board or overhead projector and calls for a student volunteer. Then teacher writes his/her name and the name of the student in the appropriate place on the Venn diagram (see example). Teacher names a fruit s/he likes, and asks student if s/he likes it. Then teacher places the name of the fruit in the TL on the large Venn diagram in the circle below the name of the

	<b>Performance Indicators</b>
<b>Standards:</b>	<ul style="list-style-type: none"><li>• Students will comprehend simple language of familiar vocabulary and structures in face-to-face communication: vocabulary activities, paired activities.</li><li>• Students will recognize key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—discussion of foods unique to the TC.</li></ul>
LOTE 1	
LOTE 2 (follow-up activities)	



person who says s/he likes it, modeling the use of a Venn diagram. (If both student and teacher say they like it, the fruit is placed in the circle common to them both. If only one likes the fruit, it is placed in the space below that name. This process is repeated until all the new fruits have been named [see example].)

9. Students are paired. Teacher may need to participate if there is an odd number. Each pair receives a Venn diagram. They tell each other in the TL which fruits they like and fill out the diagram, following the model on the board or transparency. Please note that some fruits will not appear on students' diagrams if both students dislike them. (This could be avoided if students are told to simply write no in the TL and the name of the fruit in the center section of the diagram.) Students should be told how much time they have to complete this task. Teacher allows enough time for completion, but not enough for students to get off task. An egg timer might be used. Students should be encouraged to consult the display of pictures and the words for spelling or vocabulary recognition, as needed.

### Assessment:

- Informal oral assessment: Teacher observes student interaction in creating the Venn diagram.
- Informal written assessment: The completed Venn diagram.

### Homework Assignment:

Students are to check to see which of the fruits studied (plus other foods that have been taught previously) are in their house. They will be expected to report on this at the next lesson. These reports will be compared.

### Suggested Follow-up Activities:

1. Teacher uses the same procedure for other foods to add to student "food list."
2. Teacher makes a graph of the foods that the class likes (or dislikes).
3. In a "food of the day" activity, students must guess a food by asking the teacher questions in the TL about size, color, or shape. For example, they might ask, "What color is it?" or "Is it round?" Teacher should help students with the questions whenever necessary.
4. Teacher assigns various target cultures to be researched on websites for foods unique to each TC (or shared with the United States). In class, determine which TC shares certain food items thought to be unique to it with another TC.
5. Each pair receives a sheet (or sheets, depending on the size of the class and the number of pairs) with multiple Venn diagrams (see sample). This sample might have to be enlarged to use in the class. Each pair reports aloud the results of their own comparisons. The other pairs record this report on their miniature diagrams as they hear them. The reporting pair must begin with their names and speak loudly and clearly enough so that others can understand. Students should be encouraged to consult the display with the pictures and words for spelling, as needed. Students might use various formats for reporting and this variety should be encouraged because it most closely resembles normal communication. For example, students might each say "My name is" or one student might say "Our names are" or one student might say "My name is and her name is." Students might each say "I like \_\_\_\_\_" or "I don't like \_\_\_\_\_" or "Mary likes \_\_\_\_\_" or "We like \_\_\_\_\_," etc., with many natural variables. When reporting is completed, pairs are placed into groups of four to compare and correct their multiple Venn diagrams.

### Suggested Sources of Authentic Reading:

- grocery store flyers
- certain recipes
- product labels
- cereal boxes
- advertisements for specific foods
- advertisements from restaurants and some menus
- placemats from fast-food restaurants

## Suggestions for Spiraling:

Note: This instructional activity is not representative of the entire Meal Taking activity. It is the introductory point of the topic, and is based on the assumption that certain other material would have been taught before completing the topic at the previous grade level.

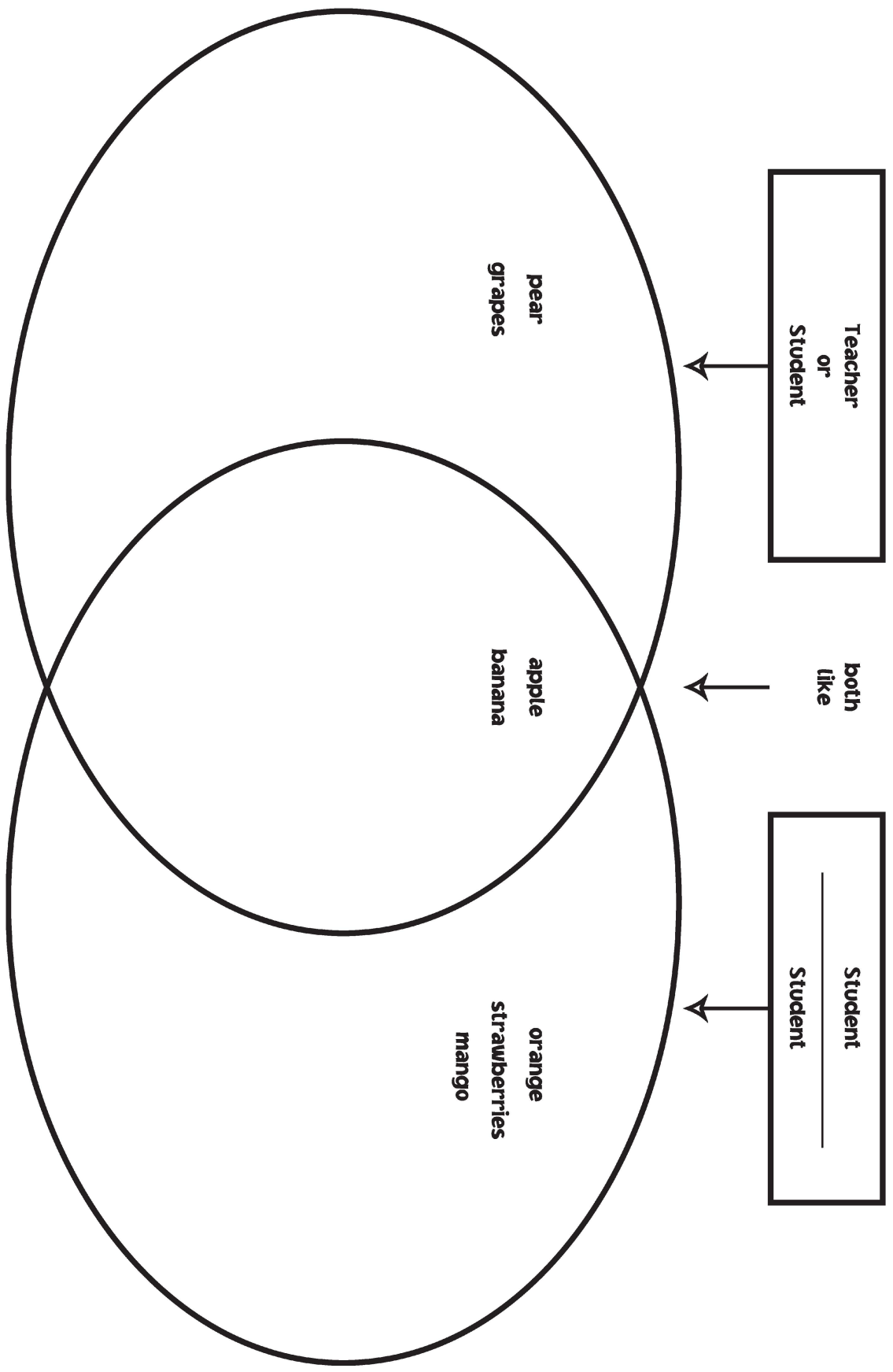
Grade 7 students will:

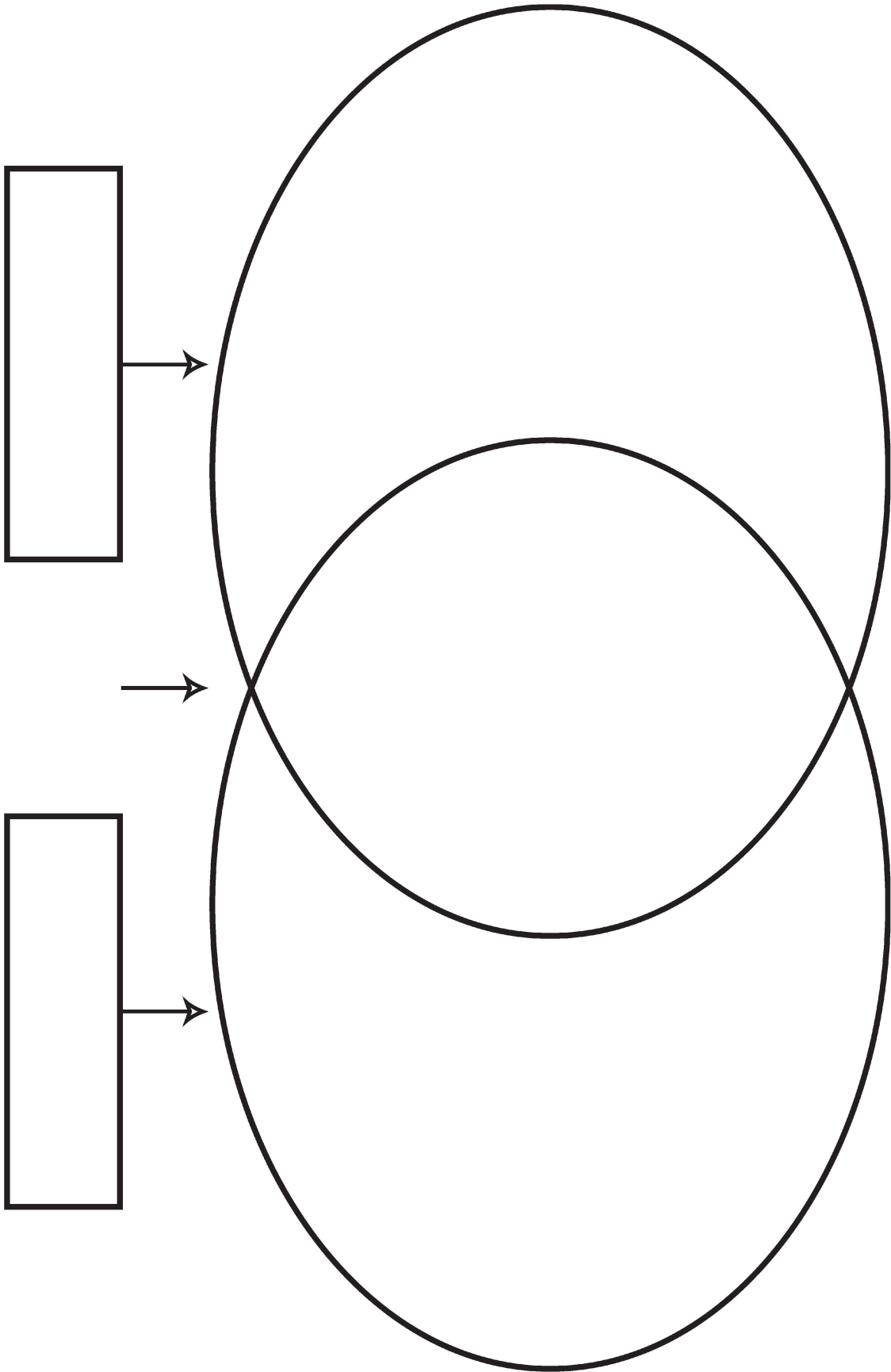
- Learn approximately six to ten new food and beverage items.
- Review or learn the expressions “I eat” and “I don’t eat.” These might also be taught in the past tense: “Yesterday I ate” and “I drank.”
- Review the “I like/dislike, “It’s delicious,” etc. expressions.
- Describe the foods by size, color, and time of day usually eaten.
- Plan a school cafeteria menu.
- Learn mealtime vocabulary such as breakfast, lunch, etc.
- Prepare a dialogue that takes place in a restaurant.
- Read simple menus in the TL from a variety of restaurants.

Grade 8 students will:

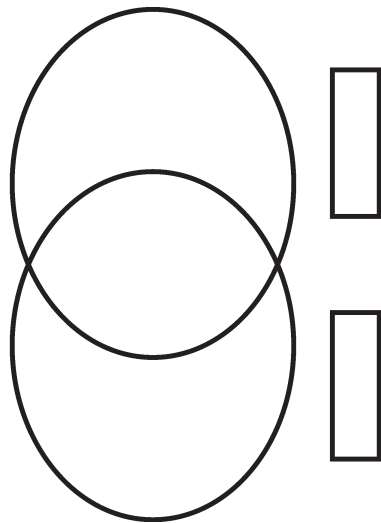
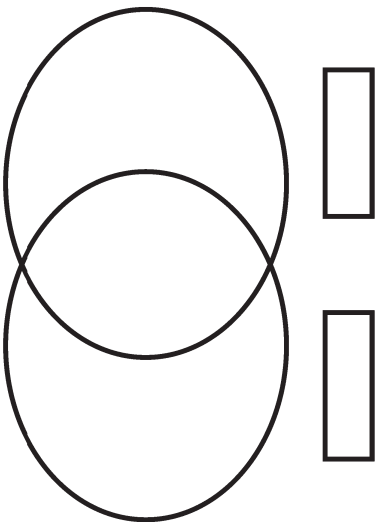
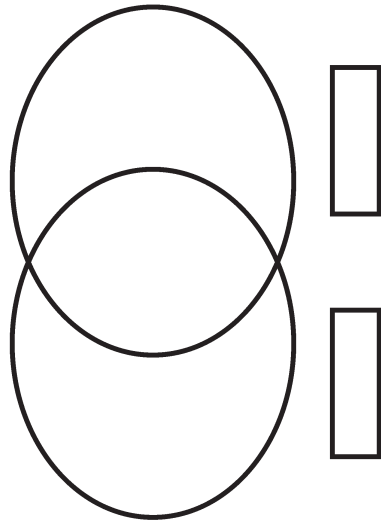
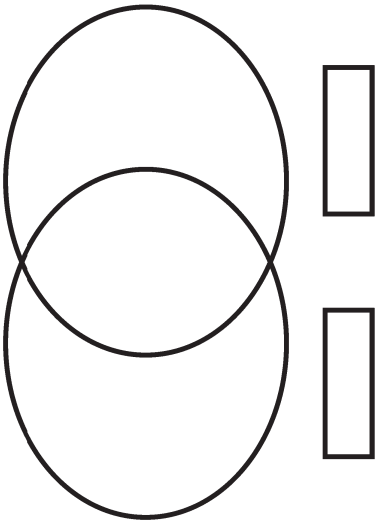
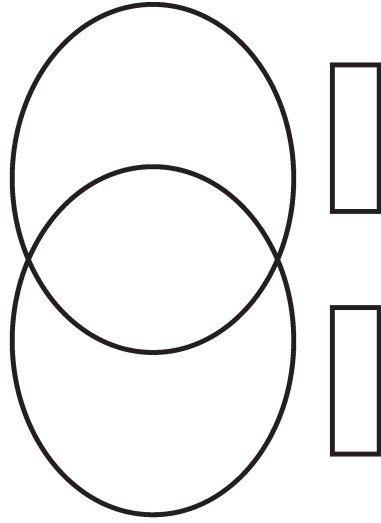
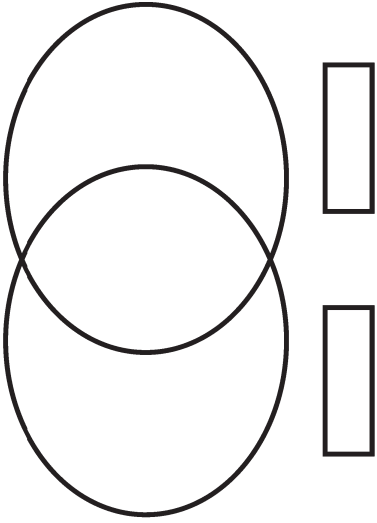
- Learn six to ten new food items.
- Learn foods and beverages related to the TC.
- Prepare menus to include pricing, specialty items, etc. relevant to the TC.
- Read recipes in the TL.
- Learn three to five new expressions to describe how food tastes (e.g., “It’s spicy/sweet/hot/cold, etc...”).
- Write simple recipes for common foods.
- Learn/review vocabulary relevant to the restaurant such as waiter/waitress, place setting, price, etc..
- Prepare a dialogue that takes place in a restaurant, mentioning that something might be wrong or missing.
- Prepare food of the TC in class, inviting other school personnel and family.

MEAL TAKING





FOR FOLLOW-UP ACTIVITY #5



# Physical Environment

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**Activity:** The Map of New York State (introductory lesson)

**Suggested Grade:** 6

**Objective:**

- Students will identify the major physical features of New York State in the TL.

**Functions:** providing and obtaining information, expressing opinions

**Related Topics:** community/neighborhood, leisure, current events

**Prior Knowledge:** none

**Materials:** flash cards naming the major New York State physical features in the TL; cards naming major New York State cities/nearby towns and/or postcards of same if available; a transparency of a New York State map with sketches of physical features and relevant cities and towns labeled in English, or a classroom-sized New York State map, laminated; one paper copy of New York State map per child with features labeled in the TL but not sketched in; one paper copy of New York State map per child with physical features sketched in and blanks for filling in the TL terms.

**Anticipatory Set:** “Think of the story The Wizard of Oz. Where does Dorothy start out? She stands on a farm in a small town. Then where does she go? She goes through a forest to a city. Can you think of any book, TV show, or movie having different environments or settings?” Have examples of books, TV shows, or movies with different settings ready in case students are reticent. Students suggest terms in English; teacher states terms in the TL and asks, “Who knows which of these can be found in our own state right now?” Teacher continues as before, repeating the terms in the TL.

## Instructional Phase:

1. Teacher displays large, labeled New York State map.
2. Teacher holds up the picture or object representing the first of the five to eight TL terms and pronounces it.
3. Teacher holds the picture/object up to the large, labeled map in its correct location and then moves it to the separate blank map (one of the three options above), leaving it in its proper location on blank map.
4. When completed, teacher asks entire class and then smaller groupings (e.g., row one only) to point to each picture or object as randomly named or to play the “Thumbs Up/Thumbs Down” game (refer to Glossary) while pointing to various objects or pictures.
5. Teacher asks students to raise their hands according to vacation preference (e.g., mountains vs. the beach, big city vs. small town, forest vs. seashore, etc.), while gesturing toward or holding up object/picture.

## Standards:

LOTE 1 and 2

## Performance Indicators

- Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: instructional phase.
- Students will use and recognize key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—discussion of physical features relevant to the TC, maps from the TC.

6. In groups students create a physical response (e.g., gesture, body moves) to go with each term. Then they demonstrate the physical response, stating the TL term and then asking smaller groups to reproduce the responses. This is done first with the students' eyes open and then a second time with their eyes closed.
7. Teacher holds up TL flash cards of words for physical features and pronounces them for the class, eliciting choral repetitions.
8. Teacher chooses volunteers to match appropriate flash cards to each picture or object on chalk tray.
9. Teacher provides copies of word list with spaces for students to fill with appropriate illustrations; or asks students to copy terms into notebook, along with a symbolic representation of each one. Students exchange papers or notebooks with a partner and teacher spells out each term as students check each other's work.

### Homework Assignment:

Distribute to each student a copy of the map with features labeled in the TL but not sketched in. Students will complete sketches at home. Allow a choice of five out of seven.

### Informal Assessment:

- See procedure 6.

### Formal Assessment:

- The above homework assignment.
- Distribute to each student the paper copies of the New York State map with physical features sketched in and designated with their proper names only. Students must fill in the blanks with the TL terms. Allow choice of five out of seven.

### Suggested Follow-up Activities:

1. Pictures/objects and labels of above physical features may be scrambled and student teams can be timed as they place them correctly on map.
2. Repeat above lesson with any TC map. Follow up with a Venn diagram, comparing/contrasting physical features of the two countries. Results may be summarized orally or in writing.
3. Prints or videos of well-known TC paintings that include geographic features may be discussed and compared orally to New York State landscape paintings.

### Suggested Sources of Authentic Reading:

- travel brochures
- maps with major physical features
- promotional materials from major cities or other points of interest
- postcards
- weather forecasts
- entries in the encyclopedia
- articles on saving the environment

# Personal Identification

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Activity: Hair (midpoint lesson)

Suggested Grade: 7

Objective:

- Students will recognize and describe orally and in writing a variety of common hair colors, lengths, and types.
- Students will be able to ask, "What type of hair does s/he have?"

Functions: providing and obtaining information, expressing personal feelings and opinions

Related Topics: health and welfare

Prior Knowledge: TL hair colors, s/he has

Materials: a set of large pictures that illustrate a variety of hair colors, lengths, and types; several extra magazines containing photographs of people

Anticipatory Set: (The previous day) Teacher asks students to bring in an old magazine.

(The day of the lesson) Teacher says, "Look at your magazine. Is there a picture of somebody on the cover? If not, chances are there is someone's picture on the inside. Notice the hair. Each person's hair looks a little different. That's one way we tell them apart. Let's see..." Page through one of the magazines and show a picture illustrating a certain color, length, and type of hair. State each characteristic of hair in the chosen picture in a complete sentence while displaying it: "S/he has \_\_\_\_\_ (color/length/type) hair."

Instructional Phase:

1. As a review, teacher elicits and lists TL names of additional hair characteristics on the board.
2. Teacher puts students in pairs.
3. Teacher asks students to quickly select one picture each which illustrates a type of hair and tear it out of their magazines. S/he allows approximately three minutes.
4. Teacher calls out a single hair characteristic in the TL (for example, black), while students having that type of hair in their picture hold it up. Teacher then holds up sample prepared picture and places it on chalk tray. Teacher continues until all desired characteristics have been called.
5. Student pairs show each other their chosen picture and describe it in the TL, saying, "S/he has \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ hair" (describing hair color, length, and type).
6. Teacher circulates to listen as students converse.
7. Students trim, mount, and write a description of hair color, length, and type for chosen picture.
8. Pairs edit each other's written descriptions, checking accuracy from posted list.
9. Student work is displayed.

	<b>Performance Indicators</b>
<b>Standards:</b>  LOTE 1  LOTE 2 (follow-up activities)	<ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: instructional phase.</li><li>• Students will compose short, informal notes and messages to exchange information: photo exchange with TC schools.</li></ul>



### Assessment:

- Papers are collected, assessed, and displayed.
- Teacher checks for accuracy, noting necessary corrections.
- Students rewrite, making corrections.

### Suggested Follow-up Activities:

1. Students describe the hair in well-known TC portraits. Discussion may be oral or written.
2. Students may exchange photos with a TC school, observing, tallying, and graphing hair characteristics.
3. Class compares/contrasts hair in pictures clipped from a United States and a TC teen magazine.
4. Students research effects of hair care products on the United States environment and compare/contrast orally or in writing environmental practices in the TC.
5. Students may draw self-portraits with various types of hair styles and colors, writing captions that describe each new look. (For example, they might now write, "I now have \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ hair. I like/dislike it.")

### Suggested Sources of Authentic Reading:

- teen magazines
- forms requiring personal information such as hotel registration forms, subscriptions, etc.
- passports
- biographical excerpts
- some personal ads
- letters from pen pals and key pals

# Shopping

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**Activity:** Gift Buying (midpoint lesson)

**Suggested Grade:** 7

**Objective:**

- Students will decide which gifts they will buy for family members or friends for specific holidays or special occasions.
- Students will review and recycle vocabulary for holidays, special occasions, family, gift items, and stores previously taught.

**Functions:** providing and obtaining information

**Related Topics:** leisure activities, family life, community, currency

**Prior Knowledge:** some vocabulary in the TL relevant to holidays, family members, gift items, and stores

**Materials:** blank webs for each group, board, chart paper, or transparency

**Anticipatory Set:** Teacher says to students, “Do you go shopping for holiday or special occasion gifts for your family and friends? It will be easier and more fun to accomplish if you organize the shopping. Let’s start by naming some holidays and special occasions we have learned.”

## Instructional Phase:

1. Teacher writes “Holidays” and “Special Occasions” in the TL on board, chart paper, or transparency while class brainstorms and teacher lists in the TL the holidays and special occasions mentioned in the TL or English by students. TL culture should be reflected in the choice of holidays and special occasions and should be supplied by the teacher, if necessary.
2. Teacher writes “People” in the TL and class brainstorms. Teacher lists possible recipients (family, friends, etc.) in the TL.
3. Teacher writes “Gifts” in the TL and class brainstorms while teacher lists in the TL gift items mentioned (clothing, computers, books, games, etc.).
4. Teacher writes “Stores” in the TL and class brainstorms while teacher lists in the TL the stores to which you might go to purchase the items previously listed.

<p><b>Standards:</b> LOTE 1 and 2</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: Suggested Activities for Follow-up Lessons—group presentations.</li><li>• Students will compose short, informal notes and messages to exchange information: group presentations, in-store dialogues; Suggested Activities for Follow-up Lessons—website activities.</li><li>• Students will recognize and use key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—currency, shopping behaviors.</li></ul>
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5. Teacher places students in mixed ability groups of approximately four students. Each group receives a blank web (see sample). Students are instructed to select a holiday or special occasion (from the list) and write it in the center circle of the web.
6. Each group selects four recipients from the list and writes them on the spokes of the web in the circle closest to the center circle.
7. Each group chooses a gift from the list for each of its four recipients and writes it in the next circle.
8. Each group decides the type of store it will go to in order to purchase the gift items and writes the type of store in the TL in the last circle of the web. Culturally correct shopping patterns should be included, whenever possible. (For example, perfume should be bought in a perfume/cosmetics store rather than a drugstore.) At this point, all circles should be completed.

### Informal Written Assessment:

- The completed web

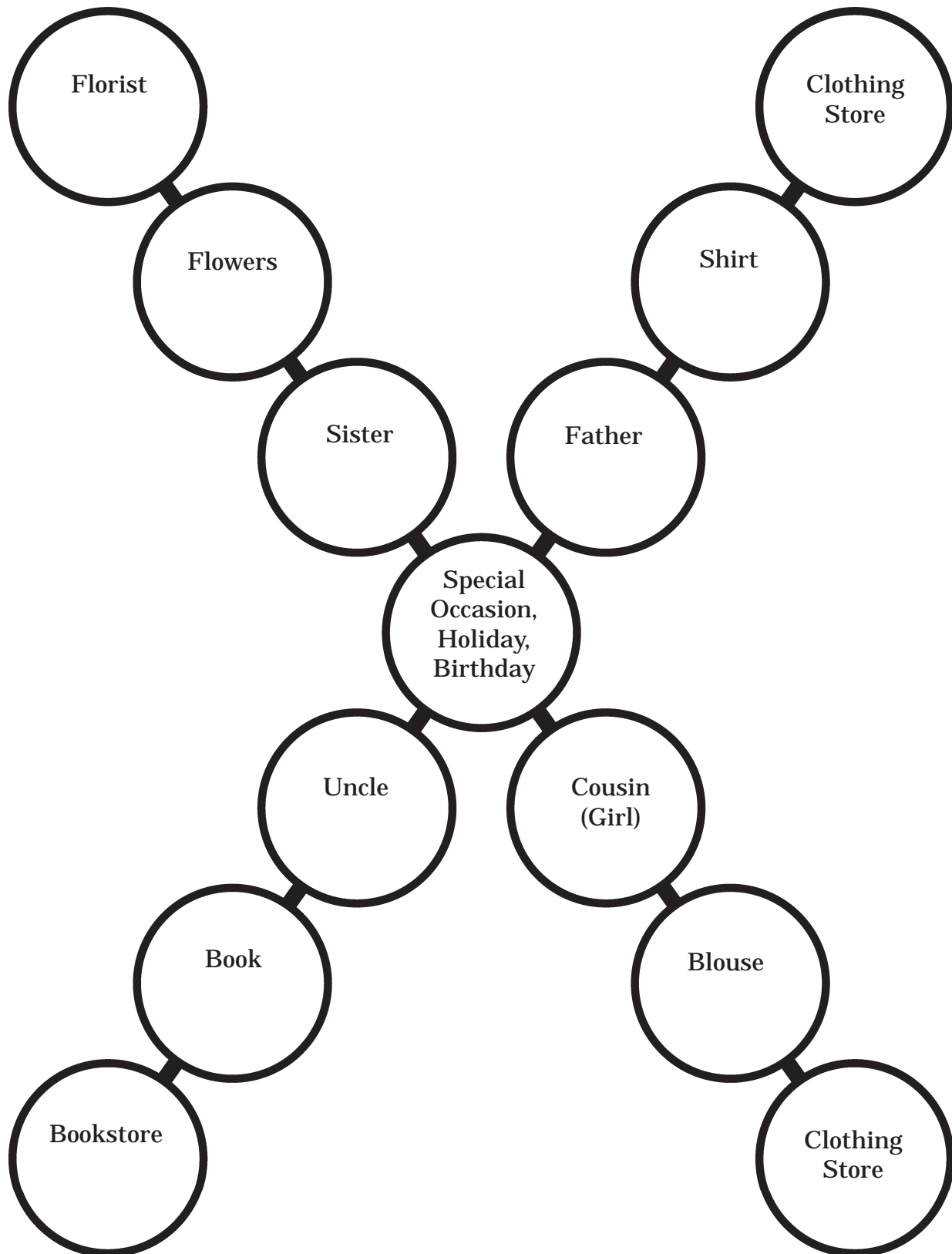
### Suggested Follow-up Activities:

1. Give each group a letter designation (A, B, etc.) and a recording sheet (see sample). Have groups read their web possibilities aloud while other groups take notes in the TL on the recording sheet.
2. Have groups create a written report on their web or on the information about other groups from the recording sheet. Use these group reports as the beginning step in the writing process.
3. Have students choose a particular store with which they are familiar and write the name next to the store type.
4. Students add prices in TC currency.
5. Groups create “in store” dialogues based on the information mentioned on their webs.

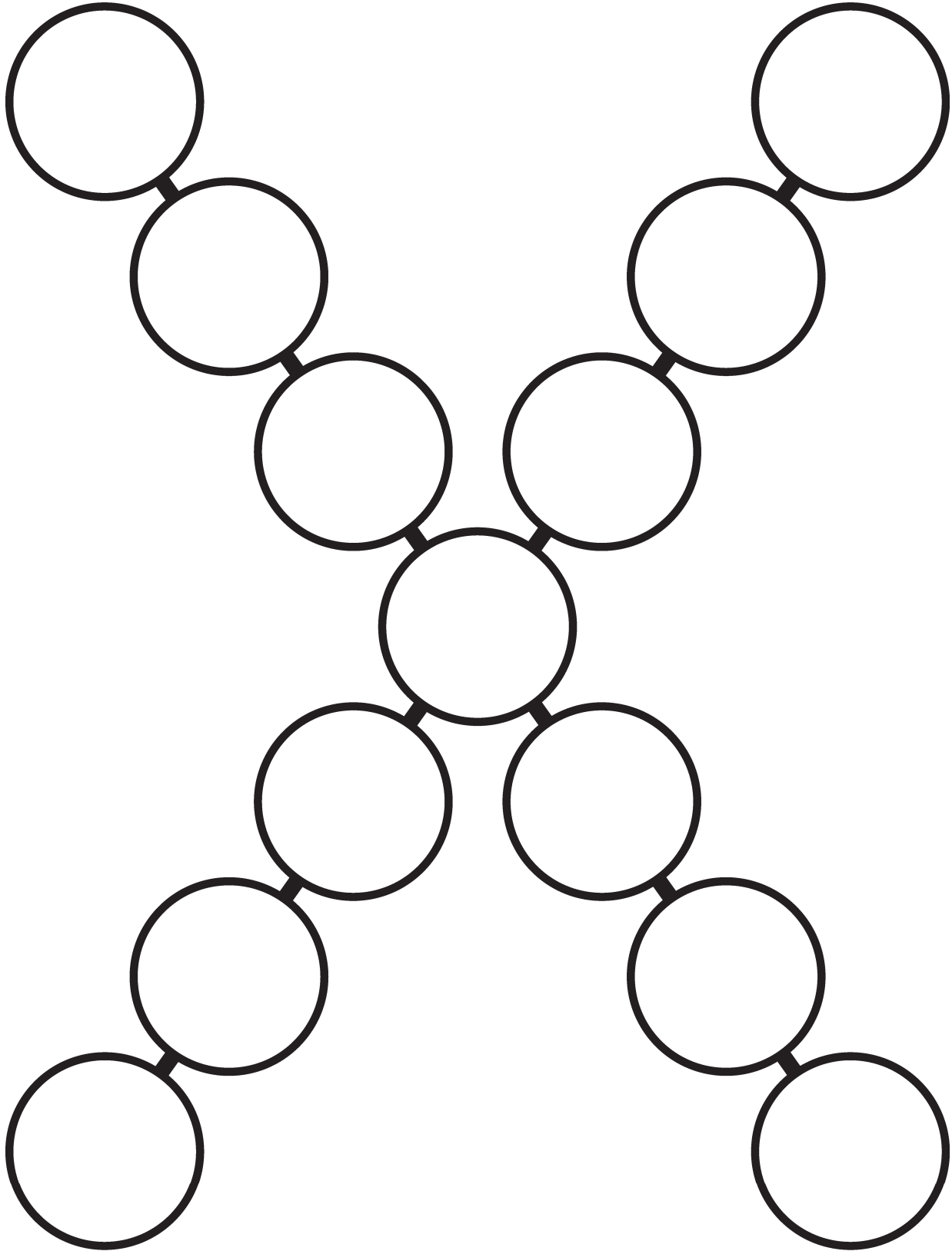
### Suggested Sources of Authentic Reading:

- store advertisements and flyers
- store catalogs
- advertisements about holiday specials
- department store directories
- product descriptions and labels
- currency

# EXAMPLE WEB—GIFT BUYING



SAMPLE BLANK WEB



## EXAMPLE RECORDING CHART

Group →	Event →	Recipients →	Gifts →	Store
<b>A</b>	Birthday Sister Cousin (Girl) Uncle	Father Flowers Blouse Book	Shirt Florist Clothing Store Bookstore	Clothing Store
<b>B</b>	Anniversary	Mother Father Grandma Grandpa	Flowers Plant Album Belt	Florist Florist Bookstore Clothing Store

# SAMPLE RECORDING CHART (FOR FOLLOW-UP ACTIVITY #1)

Group	Event	Recipients	Gifts	Store
A	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
		_____	_____	_____
B	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
		_____	_____	_____
C	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
		_____	_____	_____

# Community/Neighborhood

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**Activity:** Lost Wallet (introductory lesson)

**Suggested Grade:** 7

**Objective:**

- Students will comprehend the route taken by a friend within the community when a description of the route is spoken or written in the TL.
- Students will name community places in the TL.

**Standards:**

LOTE 1 and 2

**Performance Indicators**

- Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: instructional phase.
- Students will compose short informal notes and messages to exchange information: Suggested Activities for Follow-up Lessons—video tour of the community.

**Function:** providing and obtaining information

**Related Topics:** shopping

**Prior Knowledge:** TL words for community places

**Materials:** transparency or poster of a community scene with five to seven places, including places specific to the TC, objects representing each of the places on the picture, a marker and/or transparency marker, masking tape, card with a money symbol from the TC, about five to seven bingo chips or sticky tabs

**Anticipatory Set:** Did you ever lose anything special? Imagine that you went out to do some errands but when you got home your wallet was missing. Now you must retrace your steps and revisit the places you went to. Let's think of some names of places where you may have dropped your wallet.

## Instructional Phase:

1. Teacher holds up a picture/object representative of a place in the community (for example, movie theatre, sports stadium). Teacher writes word on board and students repeat that word in the TL. Teacher gives the picture/object to a student to place somewhere in the classroom. The process is repeated as five to seven representative items are named.
2. At this point, teacher asks for a volunteer to leave the room. Teacher hides the paper wallet behind a flash card.
3. The volunteer reenters the room and goes around the room, following the route that the teacher dictates from the words on the board until the wallet is found. This activity should be repeated several times with different volunteers.
4. Using the targeted community places from the transparency or large poster, teacher secretly writes down a location on a piece of paper.
5. Teacher names the places as individual student volunteers come up and place a bingo chip or sticky tab on the picture.



### Informal Assessment:

- Student volunteers retrieve an object/picture, take it to the board, point to the word, say it, and then erase it. This is done until all objects are retrieved and returned to the original location.

### Suggested Follow-up Activities:

1. Teacher distributes a double-sided copy of a community scene to each student with a word bank on the bottom listing TL phrases meaning “to the place.” Teacher directs them to label one side A and the other B. Each student numbers five to seven community places on side A from previous lesson. These numbers will serve as their own “script” to direct their partner’s route. Students then pair up and take turns dictating their route to their partner (recorded on side B). Teacher may need to post “I go to the \_\_\_\_\_” in the TL. The partners who are listening number the places on their own sheet to record the route dictated by their partner. Then the recording student draws a line from one number to the next, representing the route.
2. Students make a video tour of community places which may eventually be sent to a TC pen pal.

### Suggested Sources of Authentic Reading:

- community maps, brochures, flyers
- street and subway maps
- road signs
- pictures of storefronts and windows

# Leisure

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**Activity:** Convince Me!  
(midpoint lesson)

**Suggested Grade:** 8

- Objectives:**
- Students will read a card in the TL.
  - Students will work with a partner (speaking and listening) to try to persuade the partner to do a different activity from the one the partner suggests.
  - Students will write a note of at least 30 words in the TL.

<p><b>Standards:</b> LOTE 1 and 2</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: paired line activity.</li><li>• Students will comprehend the main idea of more extended face-to-face conversations: paired line activity.</li><li>• Students will compose short, informal notes and messages to exchange information: persuasive writing activity.</li></ul>
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**Function:** getting others to adopt a course of action

**Related Topics:** community, house and home, family

**Prior Knowledge:** TL words like should, like, would like, need, want, have/don't have, please, for me; TL words for activities and places

**Materials:** teacher-prepared cards listing an activity along with an appropriate corresponding place and a list of helpful expressions that will also be listed on the board (examples are swimming at the lake, playing baseball on the street, doing homework in your room, cleaning the house, and other activities that are common in the TC relating to socializing, food, and places); the suggestions should include activities that would be common in the TC (perhaps related to socializing, food, or places) or SLP writing rubric.

**Anticipatory Set:** Teacher asks students how they would go about trying to convince their best friend to go with them to a party that the friend did not want to attend. Teacher would list the phrases in the TL on the board, emphasizing terms like should, like, would like, need, want, have/don't have, please, for me.

**Instructional Phase:**

1. Teacher divides students into two lines that face each other, line A and line B, and distributes a set of cards to each pair (student A and student B). (Teacher may need to participate if there is an odd number of students.) Students read the cards themselves.
2. Students in line A suggest the activity listed on the card to their partner in line B. Student B responds by trying to persuade student A to do the activity on his/her card. They each take turns saying something in the TL until teacher calls time (time limit will depend on the ability of the students—the recommended time is one or two minutes maximum).

Sample student interactions:

Card A: play baseball in the street

Card B: read

Student A (card A): Do you want to play baseball in the street?

Student B (card B): I don't want to play baseball in the street. I want to read.

Student A: But it's nice weather outside today.

Student B: Yes, but I have to read a book for school.

3. Teacher helps the students process the activity by randomly calling on students to share one thing that they said in the TL. Teacher also asks students if there was a word that they needed/would like to know and teacher writes the word in the TL on the board, whenever possible reducing the requested word or phrase to a familiar expression for the students.
4. Students in line A remain in place while students in line B move to the next spot on their right. The person at the end of line B goes back to the beginning of line B so that all students now have new partners.
5. Teacher can randomly call out which students (A or B) need to "stick to their activity" and which students should try to get the other one to change his/her mind. Remind students not to give in to the persuasion.
6. The activity is repeated several times (maybe four or five) until all students have had chances to practice persuading another person. After each rotation, teacher needs to briefly "spot check" answers out loud as well as check for needed TL vocabulary.
7. Students return to their seats and teacher suggests that they each now write a 30-word note to persuade a friend to do something they normally would not do. Teacher follows the procedure suggested in the writing process, having students write a rough draft, work with a peer editor, and write a final copy. (Adjust activity according to time constraints.)

**Assessment:**

- Teacher should use the SLP writing rubric to assess the persuasion paragraphs.

**Suggested Sources of Authentic Reading:**

- movie advertisements
- video titles and box covers
- material from movie and television magazines: schedules, descriptions, etc.
- sports club and music-related materials, for example, advertisements for coming events
- tickets and receipts from events or other leisure activities
- party invitations

# Earning a Living

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**Activity:** School-Related Occupations (introductory lesson)

**Suggested Grade:** 6

**Objective:**

- Students will be able to name five vocabulary words in the TL of school-related careers and/or occupations.
- Students will also be able to name the places (within the school) where these individuals work.

**Function:** providing and obtaining information

**Prior Knowledge:** none

**Materials:** Simplified floor plan of the school with places labeled in English. This may be an overhead, poster, or handout. A handout of the same floor plan with no labels should also be provided. You might wish to have flash cards prepared to represent the rooms in which you are teaching.

**Anticipatory Set:** It takes many people to keep a school building running day to day. Who are some of the people responsible for this? As students call out the responses in English, teacher will make a list on the blackboard or overhead. It would be interesting to learn how to say the names for these important people in the TL.

## Instructional Phase 1:

1. Using the school floor plan as overhead, poster, or handout, teacher highlights some of the major locations in the building.
2. After pointing them out in English, teacher says the TL word for each one and has the students repeat the word.
3. After teaching the first two words/expressions, teacher provides students with a choice of two words in the TL to use to identify a room; s/he might say, "Is this a gymnasium or the office?" or "Is this a classroom or the cafeteria?" Students can either repeat the correct TL or point to the correct picture (if flash cards are used for each place).
4. As teacher says a place name in the TL, students volunteer to go to the floor plan and touch the room being mentioned.
5. Teacher asks for student volunteers to say the TL word for the room as s/he points to it.
6. Teacher distributes blank floor plans to students. As s/he writes the TL word on the blank floor plan, students copy the same word onto their floor plan. Teacher circulates around the room to be sure that students are copying correctly.
7. Teacher points to the TL word/s and reads them aloud. S/he asks students to read along.

<p><b>Standards:</b></p> <p>LOTE 1 and 2</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Students comprehend simple language consisting of familiar vocabulary and structures in face-to-face communication: instructional phase.</li><li>• Students will compose short informal notes and messages to exchange information: Suggested Activities for Follow-up Lessons—writing about a person they admire.</li><li>• Students will recognize key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—photographs of TC schools and floor plans.</li></ul>
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## Instructional Phase 2:

1. Using the floor plans, teacher asks students to name people who might work in each of the rooms. Teacher refers to the list that students brainstormed in the anticipatory set stage, and focuses on the five key words to be used in the lesson.
2. Teacher teaches students the words used to describe the person who works in each of these rooms. As teacher gives the TL word for the occupation, s/he names that person in the school. Students will repeat the words.
3. Teacher lists the names of these workers on the board for use as a reference when teaching and practicing the vocabulary. Teacher points to Mrs. Smith and says, "Mrs. Smith is the principal," and "Mr. Smith is the nurse."
4. Teacher adds the name of the worker to the appropriate room in the floor plan. S/he has students repeat the name of the occupation.
5. In a second list on the blackboard, and not in order, teacher writes the TL word for the occupations mentioned, and asks students to read them aloud with her/him. Student volunteers are asked to come to the front and touch a name and the correct TL occupation at the same time.
6. On floor plans students should copy the names of the occupations in the correct TL occupations and the names of the rooms in the appropriate rooms.
7. Closure: On an overhead/poster or handout, teacher draws three columns. Column A has the name of the worker, column B has the name in the TL for the place/room where s/he works, and column C has the TL word for his/her occupation. Students draw lines to connect these words.

## Suggested Follow-up Activities:

Teach the students key expressions that one would associate with each of these occupations. Examples are: "The nurse takes your temperature." "The secretary types on the computer." "The principal speaks with parents." "The guidance counselor talks with students." You might also ask students to brainstorm a list of words that represent the tools that these people use on a daily basis. This could be done at first in English and then in the TL.

## Homework Assignment:

Students are asked to fold a paper into four sections. In each section they are to write a name of one of the people mentioned in class, along with the name of that person's occupation in the TL and the room where s/he works. Under this information, they can provide three words or expressions to describe that person (in the TL or in English). The next day students sit with a partner and take turns reading aloud the descriptions to see if they can guess the person, place, and occupation.

## Assessment:

- Students can be asked to write a note about one of the people mentioned in this activity. If they have already studied the topic on personal identification, they can write a brief note to a friend in the TC describing a person they admire. Teacher will provide guidance, offering the correct verb forms, adjectives, etc.

## Suggested Sources of Authentic Reading:

- job application forms
- help wanted ads
- business cards
- résumés
- interviews

