

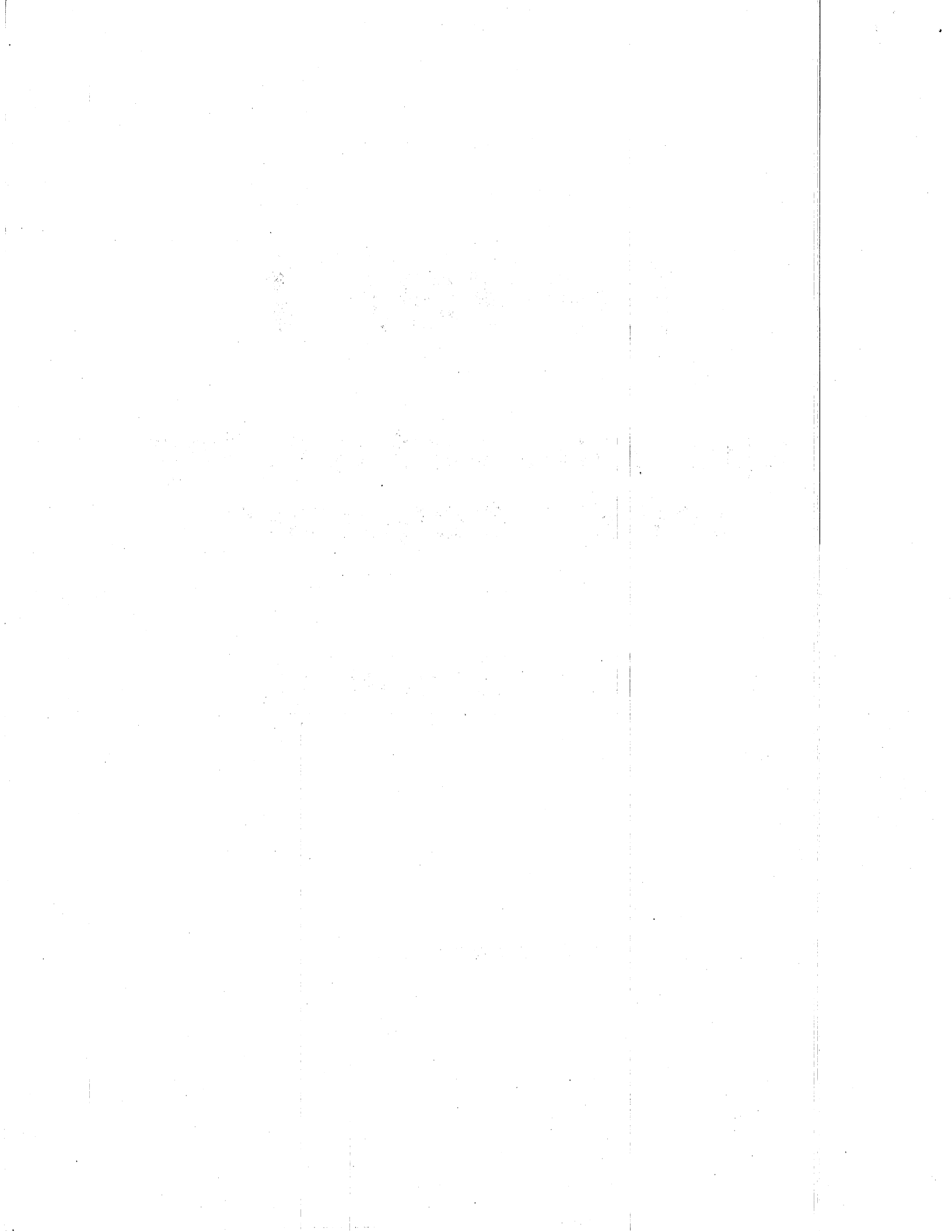
Level 1

**speaking and writing
for ESL beginners**

field test edition

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Level 1
speaking and writing for ESL beginners

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unit one:

getting started

introductions

good looks

About Me

correct and recopy

a spelling chant

About My Classmate

making yes-no questions

what people like

About Another Classmate

just correct

choose your alphabet

looks test

INSERT: The Teacher's Marks

SUPPLEMENT 1: Handwriting

Teacher and Tutor Notes for Unit One

This unit is not part of a grammar sequence, so all or part may be skipped if you have alternative ice-breakers or ways of introducing composition form, classroom questions, handwriting, correction symbols and rewriting. If the makeup of your class is changeable for a few days as students are leveled, you can do the whole chapter without students having the book. Four days is merely a suggestion for finishing this unit.

- Day 1
 - 1 Do introductions and class business. If students are false beginners, try cumulative intros (see **to the teacher**, p. iii). Use pp. 3-4 here if you wish.
 - 2 If you have a specific diagnostic test, use it now. (See **to the teacher** about diagnostics).
 - 3 Take a sheet of loose leaf paper and ask the class the second of each pair of opposites in a sheet: top and bottom, left and right, front and back, lines and spaces. Identify the margin and ask how many margins on the front (one) and, if students understand enough English, why left margin writing is straight and right margin writing is crooked. Use pp. 5-6 here if you wish.
 - 4 Give everyone a sheet of loose leaf paper. Model Comp #1 **About Me** on the board using the same kind of information about yourself as that on page 7. Have students copy the composition substituting their names, today's date, etc. (This is the p. 7 exercise.)

- Home

Mark Comp #1 only for the looks errors indicated on page 8. Save (don't mark) two papers that are neatly written but have some looks errors (*skip lines, indent, continue, close up*, etc.) for the next day's copying to the board. If possible, save one man's and one woman's. Write "#1" or "Comp #1" in the upper left corner of each paper and "Correct and recopy."

- Day 2
 - 1 Review names. This is to practice *his* and *her*, which students take a long time to get.
 - 2 **Double Boards:** Draw two loose leaf pages on the board, including lines and holes. Have the two students who wrote the papers you selected copy them on the board, read their work aloud, then sit down. Ask anybody in each half of the class to suggest looks corrections, and write them on the board as the page 8 marking symbols as the student actually corrects. Colored chalk helps
 - 3 Return Comp #1 for individual looks corrections and recopy. When students have finished their recopies, collect both versions and staple the new on top of the old. (These will be marked for all errors now.) Use p. 8 for extra practice in correcting looks.
 - 4 Take a break from correcting and do the chant "How do you spell *apple*?" (p. 9) Use the three fruits on page 9 or substitute other ordinary objects. Go right to partner questions and circulate to be sure students answer in FRAGMENTS, not complete sentences (as modeled on p. 10).
 - 5 The spelling prep leads to Comp #2 **About My Classmate** modeled on page 11 for both a male and female partner. You can also use the board compositions as models, changing the title and then having one or two students change the grammar. When partners finish, collect these papers.

- Home

Mark the new papers for all errors (see INSERT, **The Teacher's Marks**.) If the looks are OK, write "Just correct" instead of "Correct and recopy." Again, save two papers, a woman's and a man's.

- Day 3
 - 1 Review names one last time. Review "How do you spell *apple*?" with new objects.
 - 2 **Double Boards:** Have the selected Comp #2's written on the board. This time, specifically write "Team A" for one half of the class and "Team B" for the other half. Have students tear out the INSERT **The Teacher's Marks** and let the two teams walk up to the board and USE THE MARKING SYMBOLS ON THE INSERT to mark (not correct) each comp. Each of the board writers then corrects. Write "Perfect" on each board when all corrections are made, and don't erase.
 - 3 Point out the difference between "Just correct" and "Correct and recopy." Return Comp #1 and #2 for final corrections, and when you collect, don't accept recopies of a "Just correct" paper. (See **to the teacher** for further suggestions about correcting).
 - 4 **Select** any pages between 12 and 19 for in-class practice or homework depending on how much time you have and how you approach correcting and rewriting.

- Day 4

The chapter should finish with **The Looks Test** on page 21, which should be torn out of the book first. Note that there is a retest on the back for students who want to do better.

Unit 1

GETTING STARTED

A Introduce Yourself

A-1 Listen and read.

My name is Miguel. I'm from the Dominican Republic, and I speak Spanish.



My name is Munira. I'm from Pakistan, and I speak Urdu.



My name is Yuri. I'm from Japan, and I speak Japanese.



A-2 Write about yourself below.

A large rectangular box containing a writing area on the left and a drawing area on the right. The writing area consists of five horizontal lines. The drawing area shows a simple outline of a person's head and shoulders with a question mark inside, indicating where the student should draw themselves.

B Introduce Classmates

B-1 Use the male symbol and the female symbol to write about two people.



My name is Miguel. I'm from the Dominican Republic. I speak Spanish.

His name is Miguel. He's from the Dominican Republic. He speaks Spanish.



My name is Munira. I'm from Pakistan. I speak Urdu.

Her name is Munira. She's from Pakistan. She speaks Urdu.

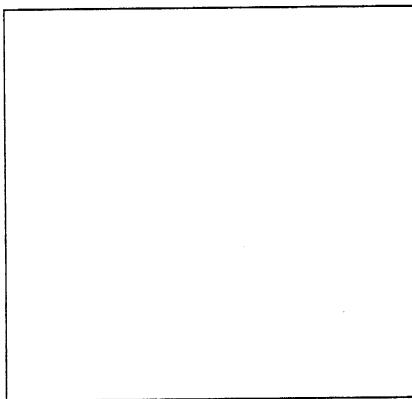


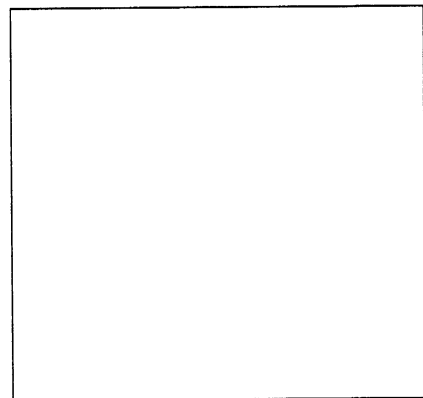
My name is Yuri. I'm from Japan. I speak Japanese.



My name is Pavel. I'm from Poland. I speak Polish.

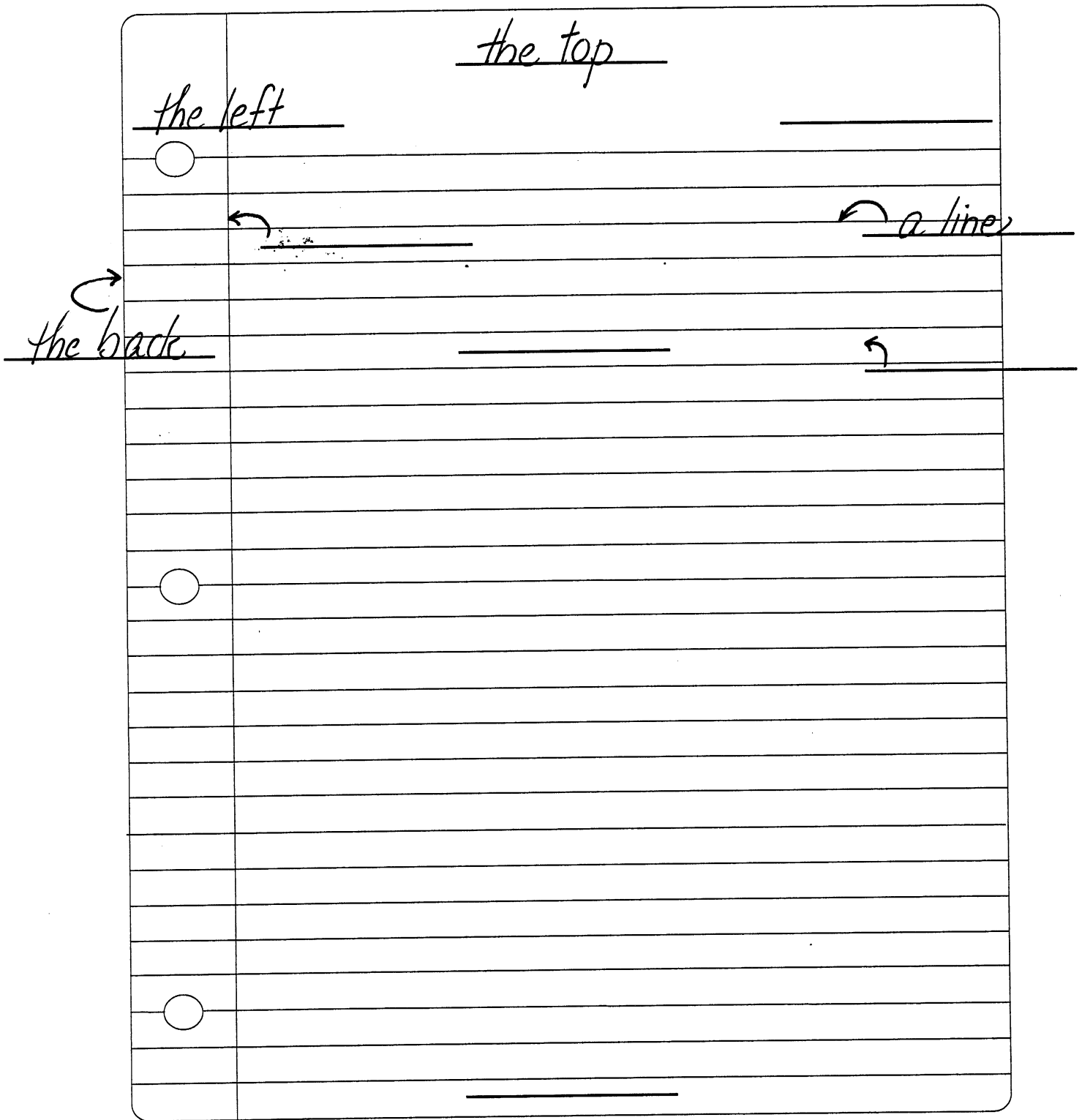
B-2 Draw two classmates, one man and one woman. Write the name, country and language for each one. Start *His name is...* and *Her name is...*





C Good Looks

C-1 Label every part of the sheet of loose leaf paper below like the examples.



C-2 Copy every name the same way, with only beginning capitals. Remember: NO PERIODS!

Alejandra Lopez

Radek Untermann

Yun Song Park

Joao Calatrava

Hasna Kherief

Zhao Wen

Misaho Takemoto

C-3 Write every date the short way and the long way. Remember: NO PERIODS!

the short way

the long way

1/18/40

January 18, 1940

8/16/02

July 4, 1976

2/12/00

December 1, 2005

10/10/10

C-4 Copy every title the same way, with only some beginning capitals. Remember: NO PERIODS!

About a Classmate

My Daily Routine

Coming to the U.S.

My First Kiss

A Holiday in My Country

Fruits and Vegetables

D About Me

Copy the composition below on loose leaf paper. Change the name to your name. Change the date to today's date, etc.

Carlos Silveira
September 22, 2004

About Me

My name is Carlos Silveira. I'm from Brazil, and I speak Portuguese, Spanish and a little English. I'm single, and I don't have any children. I live with my cousin Sergio in Flushing, Queens.

I came to New York in June, 2004. I study English at LaGuardia Community College because I need English for my work.

E Correcting Looks

Imagine you are Eduardo. Use his name and copy his composition on loose leaf paper.
Correct all looks errors.

The Teacher's Marks

- Skip lines.** Write only on lines 1, 3, 5, 7, etc.
- Name?** Write your complete name in the **upper right corner**.
- Date?** Write the complete date right **under** your name.
- Title?** Write the title of the composition in the **center** of line 1.
- Indent** ¶ Indent. (Leave five spaces to begin a paragraph.)
- Continue** → Continue to the right edge of the page.

Close up this space.

		Eduardo Velez →
	CENTER	Date?
○	About Me →	
¶	My name is Eduardo Velez.	→
Skip lines.	I'm from Ecuador. I speak Spanish.	→
	I'm married, and I have one child.	→
	I study English at LaGuardia Community College.	
¶	I came to New York in 2003. I work in a bar.	
	I like soccer and movies.	
○		

DIP Winter 2004 Lesson Plan

Level 1 Writing

8:30-10:30

Day: 12 Date: 2/4 Lesson Focus: Correct little test/Continue T+T/Start BVI charades

M

W

F

Colored Refs: _____

Props: _____

Pix/Books: _____

Other: Worksheet 3

1. Double Boards

Have two SS write Comp #11, *Ann's Day Last Thursday* on board for team correx. Return Comp #11 for indiv correx. Collect correx.

2. Comp #12: The Turkey/The Attendance

Act out *The Attendance* to fill the second space on the "Turkey" worksheet.

Give the verbs: *enter, sit down, take close, stand up.* *The Attendance*

Last Friday the teacher came into the room, sat down and took the attendance. Then she closed her book and stood up.

This is to distinguish T+T sentences and T= sentences. Acting works OK, but I'd rather use Little Stories pictures.

3. Basic Verb Idioms charades: Each S chooses two BVI to act out for the class to guess w/o their list.

I did this for the first time because this class likes TPR-type stuff, and I want them to memorize 50-100 BVI. Many volunteered. It was fun!

HW: Continue Like Books.

9	Composition 8: Bob's Day Yesterday Composition 9: Tina's Day Last Tuesday. <ul style="list-style-type: none"> <input type="checkbox"/> The working man's routine <input type="checkbox"/> The working woman's Routine <input type="checkbox"/> Worksheet 2 <input type="checkbox"/> Other materials: Magnetic cards (Linda, why??) <input type="checkbox"/> Props: pointer (Linda, why??)
10	Composition 10: My Classmate's Week <ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 2 <input type="checkbox"/> Other materials: SS magnetic cards why??
11	Composition 11: Ann's Day last Thursday (use worksheet?) <ul style="list-style-type: none"> <input type="checkbox"/> The Housewife's Routine (Ann) <input type="checkbox"/> Worksheet 3 <input type="checkbox"/> Other little stories?? pictures? dictations?? <input type="checkbox"/> Dictation: The Turkey (just dictate the story in the lesson plan?? Is this composition 12?) Other materials: the turkey (??what do you mean?), a carving knife (opt.)
12	Composition 12 The Turkey/The attendance (Little Story instead?)
13	Composition 13 (Mid-term): My First Kiss Composition 14: Pairs: The thermos, In Church/In Jail <ul style="list-style-type: none"> <input type="checkbox"/> Little Stories 1: The thermos, In Church/In Jail <input type="checkbox"/> Grammar worksheet 3 <input type="checkbox"/> Other materials: ss magnetic cards
14	<ul style="list-style-type: none"> <input type="checkbox"/> Time and Sequence Signals <input type="checkbox"/> Grammar worksheet 5 (two-sided) <input type="checkbox"/> Grammar worksheet 3 <input type="checkbox"/> Little Stories 1
15	Composition 15: nobody home <ul style="list-style-type: none"> <input type="checkbox"/> Composition 15: In the Park <input type="checkbox"/> Spelling Rules 1 and 2 <input type="checkbox"/> Grammar worksheet 3 <input type="checkbox"/> Little Stories 2: nobody home/in the park (is this a picture story?)
16	Props: a hat, a \$20, a coke, a book (for the chant)

17	Composition 16: The Fence/In School Grammar Worksheet 3 Little Stories: The Fence/In School
18	Composition 17: Little Stories test The T-shirts/Washing the Dishes Composition 18: Dictation: The Memory Problem (do you give out the picture story too or just dictate?) <input type="checkbox"/> Little Stories: the t-shirts/washing the dishes <input type="checkbox"/> Props: a t-shirt, a textbook
19	Composition 19: Two Astronauts <input type="checkbox"/> Little Stories: Two Astronauts <input type="checkbox"/> Grammar Worksheet 5 (?? Linda, day 19 is the first time that you mention we're always supposed to <u>tell</u> the story first.)
20	Composition 20: A Big Problem (Linda – I assume this is not from a picture, right? Do they use a worksheet first?)
21	(Linda, what do you mean by “Props: A Big Problem” List of 50 BVI is the same list as before, right? So they already have it?) Jazz Chant: I can't do it
22	No materials.