

Week 3: OUR NEIGHBORHOOD

Yellow indicates goal is also **intermediate level**

Students will be able to:	Necessary Vocabulary and Phrases:
<p>1. Use the telephone and other communication systems. Use the telephone to make/receive routine personal/business calls. Take and interpret telephone messages; leave messages on answering machines; interpret recorded messages</p> <p>2. Identify and understand how to locate and use different types of transportation (mass transit) and interpret travel-related information, transportation schedules and fares</p> <p>3. Describe where/how a person lives – apartment, house, etc. Also rooms and furniture in a house.</p> <p>4. Use mailing/shipping services. How to write a letter and address an envelope</p> <p>5. Use community agencies and services (i.e. public library, public schools, public parks)</p> <p>6. Interpret driving regulations, highway and traffic signs and signals, parking info. Understand traffic information</p> <p>7. Use requests, giving and following directions, reading signs</p> <p>8. Understand information about home maintenance and communicate housing problems to a landlord</p> <p><u>Grammar Verb Focus</u> Ø Gram 2 – Regular verbs + contractions Ø Gram 5 – Commands and being polite in English</p>	<p>* Concepts of Time/Weather -Sunny day; 3 times a day; quarter after/to three; 6:15; February; Friday(s); twelve midnight/noon; June 3rd; once a week; 10 o'clock/10:00; tomorrow; weekly; overcast skies; scattered showers; rain</p> <p>* Transportation -Put your fare in the box; correct change; by plane; here's your transfer; fixing the off-ramp; stalled on the off-ramp; gas mileage; 25 miles a gallon, closed because of construction; exact change for the bus; correct change; reserve a seat; buy a ticket at the station; congested Traffic; moving very slowly; tickets are unreserved</p> <p>* Giving/Following directions -To the left; on the corner; go in/out here; should I turn on/shut____?; can you give me directions to the ____?; across the street; far right-hand side; go one/two blocks...</p> <p>* Community Services -Mailbox; movie starts at____; bus stop; you need another stamp on this letter; don't have any stamps; you pay the electricity; check the tires; unleaded or regular; what's your zip code?; who do you live with?</p> <p>* Telephone technology -Please tell your son to call me, this is _____; will you accept a collect call?; I have the wrong number; Please say that again; My number is _____; Is this a person-to-person call?; ask for clarification or to have a question repeated; no new listings; zip code; directory assistance</p>

Goal	Level	Textbook Reference
<p>Goal #1: Use the telephone and similar systems of communication to make and receive routine personal and business calls, take and interpret telephone messages, and leave recorded messages.</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary, 2nd Ed. --</p> <ul style="list-style-type: none"> • p. 3- Computer • p: 24 & 93- TV • p: 71- post office, mailbox, letters • p: 72- telephone, newsstand, mailbox • • p: 88- newsboy & newspapers
	<p>Beginner 1</p>	<p>English in Action 1, 1st ed. -- pp: 68 - Understanding telephone numbers and the phone book.</p> <p>English in Action 1, 2nd ed.-- pp: 64, 66, 70-71. Understand basic phone conversations and how to take a telephone message.</p> <p>Speak Out in English -- pp: 62-64 - practice using the telephone</p>
	<p>Beginner 2</p>	<p>Interactive English 1B -- p: 10-13 - Culture tips for phone calls; practice with phone numbers; calling in sick</p> <p>English in Action 2 -- p: 130 - 'I can't talk/I'll call you back'; verbs for phone usage</p>
	<p>Intermediate 1</p>	<p>English in Action 3 -- pp: 64-65, 67, 71, 74-77 -- Parts of the computer and phrases associated with using the internet. Telephone conversation listening activities, and activities using email.</p> <p>Putting it together p. 191-198 with several exercises</p>
	<p>Intermediate 2</p>	<p>English in Action 4 -- pp: 222 - 223 Reading activity about cell phone use; phone dialogue.</p>

Suggested games/activities for goal 1

- Games:
 - Game #2 - Story Cubes
 - Game #4 - Numbers 1 - 100 Flashcards:
Useful for teaching and reviewing numbers

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Manipulatives: Picture Cubes

- Laptop/Computer Activity:
 - Ask the student what his/her familiarity is with using computers.
 - Open a word document, reviewing how to use the system with them.
 - First, assume some familiarity.
 - Pose a question to them, such as 'How do you get to the Esperanza Center?'
 - Then have the student type a paragraph answering the question.
 - Have students also type words to practice their vocabulary and spelling, reviewing 1-10 several times, mix them up for further reinforcement.

Goal	Level	Textbook Reference
Goal #2: Identify and be able to use different kinds of transportation and interpret transportation schedules and fares.	Literacy	The Basic Oxford Picture Dictionary, 2nd ed. pp: 72-73, 76-81--These sections provide vocabulary related to transportation, including a typical intersection, types of transportation, parts of a car, and airport terminology.
	Beginner 1	English in Action 1, 2nd ed. pp. 114-117, 120-127. Understand how to use different modes of transportation (e.g. how to read a bus schedule).
	Beginner 2	English in Action 2, 1st ed. -- p: 116-117 – Bus stop, campus Interactive English 1B -- p: 26-29 - Bus stop, asking for directions, traffic signs <ul style="list-style-type: none"> • p. 57- bus leaves/arrives • p. 63- understanding a bus schedule
	Intermediate 1	English in Action 3 -- p. 170-171- Airport Reading Activity
	Intermediate 2	Mad Libs - Work through several with advanced students. Try to encourage discussion here. A Conversation Book 2 English in Everyday Life 3rd Ed. p. 128-129 (Commuting; with several excersises)

Suggested games/activities for goal 2

- Games:

- Game #11 - Build-a-Sentence- who what why and when, Use *English in Action 1*, 2nd ed. p. 120-121
- Game #2 - Story Cubes
- Game #0 - Pictionary
- Game #9 - My Word! Junior
- Game #31 - Scrabble Tiles
- Game #8B - Transportation Flashcards

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Speaking Activity:

- Do you ride the bus? Is there a bus stop near the Esperanza Center? Where is it?

- Hanging Files:

- Pictures of Means of Transportation
- Questions and Answers: City Transportation (Intermediate)

- Laptop Activity:

- Have the student use Google to find Maryland Transportation.
- Locate the link that provides information on local buses, light rail, etc.
- Have them use Trip Planner to get from their home to the Esperanza Center.
- Repeat the process with other trips the student might take.
- Ask questions about timing, pricing, etc.
- Have the student type in www.mapquest.com and complete the following.
 - Find directions from their home to the airport
 - Review other functions available on mapquest.

Goal	Level	Textbook Reference
<p>Goal#3: Describe where/ how a person lives - apartment, house, etc. Also rooms and furniture in a house</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary 2nd ed. -- p: 22-27 - Describes inside/outside of house, house surroundings, apartment building, living room, kitchen, bedroom and bathroom.</p>
	<p>Beginner 1</p>	<p>The Basic Oxford Picture Dictionary 2nd ed. -- p: 22-27 - Describes inside/outside of house, house surroundings, apartment building, living room, kitchen, bedroom and bathroom.</p>
	<p>Beginner 2</p>	<p>English in Action 2 1st ed. -- p: 60-75 – vocabulary and exercises to describe rooms, contents, conditions (e.g. messy), and location The Basic Oxford Picture Dictionary, 2nd -- p. 22-29 household chore words, rooms, types of buildings, house-related nouns, areas around house (garage, driveway. garden, etc.)</p> <p>Teaching About the Environment (binder) -- See the back of the binder for helpful flashcards and visual aids about taking care of the environment. Also has helpful lesson plans for various levels of competency.</p>
	<p>Intermediate 1</p>	<p>English in Action 3 -- p. 48-63, 102-111- maps, exercises, stories, vocabulary on descriptions of the US geography, weather, neighborhoods, etc.</p>
	<p>Intermediate 2</p>	<p>English in Action 4-- p 84-85, 96-97- road signs and driving directions Choices: An ESL Lifeskills Series for Adults: Housing -- p. 1-6 Types of housing, what to look for in a new house A Conversation Book 2 English in Everyday Life 3rd Ed. p. 106-107 (Places to live with several excersises) p. 108-109 (Inside your home; with several exercises)</p>

Suggested Games/Activities for goal 3

- Games:

- Game #15 - Flash Cards/Tarjetas
- Game #27 - What's Inside - sequencing.
- Game #28 - What Comes Next? - sequencing interlocking picture cards
- Game #29 - Sequencing Card Sets.
- Game #11 - Build-A-Sentence
- Game #0 - Pictionary
- Game #9 - My Word! Junior
- Game #4 - Around the Home Puzzles

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Speaking Activity:

- Ask the student to describe where they live and who they live with.
- Ask about the rooms in the student's home
 - Living room: Is there a TV in your living room?
 - Kitchen: Is there a table in your kitchen?
 - Bedroom- Is there a chair in your bedroom?
- Talk about the chores each family member does.
- Ask students who in the family is responsible for: sweeping the floor? Cooking dinner? Ironing the clothes? Doing the laundry? Washing the car?
- To generate lively discussion, ask them who should do each chore and which chores they like or dislike.

- *The Basic Oxford Picture Dictionary, 2nd ed.*--p: 16, 28-29-
List family relationships and housework/chores

- Hanging Files:

- House Furnishing
- Apartment Living (Intermediate)

- Visuals:

- Spin Dial
Weather/Seasons found in "Daily Routine"

Goal	Level	Textbook Reference
Goal #4: Use mail/shipping services. Address letters and envelopes	Literacy	The Basic Oxford Picture Dictionary, 2nd ed. -- pp. 70, 71, 89 - These sections provide vocabulary related to banking and postal services --pp. 134-135
	Beginner 1	English in Action 1, 2nd Edition —p: 56-57- Understanding addresses and how to address an envelope. Speak Out in English —p: 174-178—Pictures, variety of activities related to mailing a letter and going to the post office.
	Beginner 2	Interactive English 1B -- p. 31- Writing a postcard. English in Action 2 -- p: 66-68 – Locating post office and mailbox
	Intermediate 1	Interactive English 2A -- p. 56-58- reading/writing a postcard, directions to the post office, culture tip when in the post office
	Intermediate 2	

Suggested games/activities for goal 4

- Youtube Videos - go to the Online Resources Tab in the Curriculum Binder
- Speaking and Writing Activity:
 - Ask the student to write answers to the following questions:
 - What does UPS stand for? How does it work?
 - How much does it cost to send a letter in the mail?
 - Does weight affect the cost of mail?
- Hanging Files:
 - Post Office Story Cards
- Laptop Activity:
 - Have the student search online through various shipping services.
 - Find the cost to mail a one pound package from Baltimore to Mexico City.

Goal	Level	Textbook Reference
<p>Goal #5: Use community agencies and services (i.e. public library, schools, parks, etc.)</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary, 2nd ed. -- pp. 68, 69, 82, 83 – These sections provide vocabulary related to community locations, as well as community-specific workplace terminology. English in Action 1, 1st Ed.—p: 90, 91, 176-180—Learn the names of different stores and public buildings, learn to identify and describe their location on a map.</p>
	<p>Beginner 1</p>	<p>English in Action 1, 1st Edition -- p: 90-97 – Learn the names of different stores and public buildings; learn how to describe the location of places and understand directions to find a location.</p> <p>English in Action 1, 2nd Edition -- p: 86-89, 92-97— Learn the names of different stores and public buildings; learn how to describe the location of places and understand directions to find a location.</p> <p>Speak out in English 2nd Ed. -- p: 168-169, 180-185—Pictures, phrases and activities associated with community locations. Library locations in Arlington and Fairfax, VA.</p>
	<p>Beginner 2</p>	<p>Interactive English 1B – p: 26-28 – Places around town.</p> <p>English in Action 2 -- p: 64-74 -- Places where you go for certain services, locating places around town.</p> <p>True Stories in the News- p: 53-56, The Lucky Thief—A woman’s purse is stolen. Great way to talk about police in the US.</p>
	<p>Intermediate 1</p>	<p>English in Action 3, Buying a House p. 122</p>
	<p>Intermediate 2</p>	<p>English in Action 4- pp: 10-12—Pictures and activities related to college. Choices: An ESL Lifeskills Series for Adults: Families and Schools -- p. 27-32 Enrolling in school/importance of attending school, p.45-46 Interpreting a report card and various announcements A Conversation Book 2 English in Everyday Life 3rd Ed. p. 84-85 (Recreation with several exercises)</p>

Suggested games/activities for goal 5

- Games:
 - Game #2 - Story Cubes
- Speaking Activities:
 - Discuss community services, such as the post office or library.
 - Ask the student which services they use.
 - Ask the student when trash/recycling services are during the week.
- Speaking and Writing Activity:
 - Ask the student to write answers to the following questions:
 - Do you pay electricity? How much is it each month?
 - What is your zip code? Tell me about your neighbors.
- Hanging Files:
 - Laundry and Parts of Clothing Cards

- Laptop Activities:
 - Locate movie theatres online in Baltimore.
 - Have the student select the one nearest their home and look up movie times.
 - Look up prices and discuss available discounts for seniors, students, etc.
 - Have the student look up relevant information about services provided by:
 - Esperanza Center, Mercy Hospital, Enoch Pratt Library, Penn Station, Patterson Park, etc.

Goal	Level	Textbook Reference
<p>Goal #6: Interpret driving regulations, highway and traffic signs and signals, including parking info. Understand traffic information.</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary, 2nd ed. -- pp. 72-73, 77-79—These sections provide vocabulary related to a typical intersection, as well as terminology related to driving and maintaining a car.</p>
	<p>Beginner 1</p>	<p>English in Action 1, 2nd Edition -- pp. 90-91, 98-99—Activities with directions, signs, maps.</p>
	<p>Beginner 2</p>	<p>Interactive English 1B -- p. 29—Stop, yield, speed limit, parking, illegal turns.</p>
	<p>Intermediate 1</p>	<p>English in Action 3 -- pp. 170-171 – Not auto driving, reading and comprehending stories about air travel. --p: 224—Very peripheral, basis for discussing city street activities [See also EIA-4, pp:84-85, 94-95 and intervening/nearby pages.]</p>
	<p>Intermediate 2</p>	<p>English in Action 4—pp. 84-86 – Road signs, activity about driving laws.</p>

Suggested games/activities for goal 6

- Games:
 - Game #11 - Build-A-Sentence
 - Game #0 - Pictionary
 - Game #9 - My Word! Junior
 - Game #5 - Puzzle Block Game
- Youtube Videos - go to the Online Resources Tab in the Curriculum Binder
- Speaking Activity:
 - Ask the student about signs on attached reference (next page)
- Hanging Files:
 - Street and Traffic Signs
 - Maryland Driving Manual (Intermediate)
- Drawing Activity:
 - Have the student describe/draw each of the following signs
 - Stop
 - Yield
 - One Way
 - Speed Limit
- Laptop Activity:
 - Have the student search online for driving regulations in Maryland.

Goal	Level	Textbook Reference
<p>Goal #7: Use requests, ask for/ give/ follow directions, read/ interpret road/ neighborhood signs</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary, 2nd ed. -- This text does not specifically contain a section on asking/giving directions such as "go right" or "go straight"; however, many pages could be put to such use and many pages could be used to provide INSTRUCTIONS on doing something (e.g., pp2-3). For DIRECTIONS, one could use: pp: 68-69, 72-73 (city street layouts, turning, crossing), 78-79 (prepositions such as to, from, into, away, etc.), 97 (compass directions)</p>
	<p>Beginner 1</p>	<p>English in Action 1, 2nd Ed. -- p: 90-91, 98-99—Activity with directions, signs, maps.</p>
	<p>Beginner 2</p>	<p>Interactive English 1B – p: 26-30-- Next to, near, on the right/left, turn/ go straight</p> <p>English in Action 2 -- p: 73-75 – On my street, across from, on the corner, between, behind, in front of</p>
	<p>Intermediate 1</p>	<p>English in Action 3 -- p. 5 – Directions within a building -- p: 50 – compass directions -- p: 102, 224 – City streets</p> <p>Interactive English 2A-- p. 54-59—Street layouts and exercises on directions to and from places</p> <p>Signs and Labels Unit 1. p. 2-22 w/ several exercises Unit 2. p. 24-45 w/ several exercises</p>
	<p>Intermediate 2</p>	<p>English in Action 4 – p: 96-98—Map activity giving directions from one place to the next.</p> <p>Choices: An ESL Lifeskills Series for Adults: Families and Schools -- p. 19-20 Giving directions</p> <p>Choices: An ESL Lifeskills Series for Adults: Housing -- p. 17-18 Giving/receiving directions</p>

Suggested games/activities for goal 7

- Games:
 - Game #2 - Story Cubes Game - Roll dice and create stories, competition, practice interpreting symbols, imagination, use of English vocabulary
 - Game #0 - Pictionary
 - Game #9 - My Word! Junior
 - Game #5 - Puzzle Block Game ((what goes together))
 - Game #10 - Cathy's Cards
 - Youtube Videos - go to the Online Resources Tab in the Curriculum Binder
 - Visuals:
 - Miscellaneous Signs A.K.A. MISC. Visuals
 - Hand drawn map of neighborhood found in "Daily Routines"
- Hanging Files:
 - Asking for Directions
 - Speaking Activity:
 - Ask the student for directions to different places (i.e. home, grocery store, etc.)

Goal	Level	Textbook Reference
Goal #8: Understand information about home maintenance and communicate housing problems to a landlord	Literacy	The Basic Oxford Picture Dictionary 2nd Ed. -- pgs. 32 - 33 - household problems
	Beginner 1	English in Action 1, 2nd ed -- pgs. 44-47 - household item vocabulary and describing locations
	Beginner 2	English in Action 2 - pgs. 60-63 - around the house items, locations, and how to describe them
	Intermediate 1	Interactive English 2A -- pgs. 38-43 - asking about rent price and how to describe a house
	Intermediate 2	<p>Interactive English 2B -- pgs. 26-30 - reviewing bills and how to communicate about them</p> <p>Choices: An ESL Lifeskills Series for Adults: Housing -- p. 27-31 What to look for when purchasing/renting a home</p> <p>Choices: An ESL Lifeskills Series for Adults: Consumer Sense -- p. 2-5 Renting an apartments</p> <p>English Spoken Here: Consumer Information -- p. 115 Sample agreement between tenant and landlord</p> <p>A Conversation Book 2 English in Everyday Life 3rd Ed. p.110-116 (Housing; with several exercises)</p>

Suggested Games/Activities for Goal #8

- Games:
 - Game #11 - Build-A-Sentence

- Speaking and writing Activity:
 - Discuss with your student what home improvements he/she would make if possible. Create a list of the improvements and write a letter to the "landlord" addressing these complaints

- Speaking Activity:
 - Role play a telephone call to the landlord and a subsequent meeting with the landlord