

Project Literacy

Tutor Resource Manual

Beginner Level

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June 2021

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Introduction

Tutors are essential to Project Literacy. Currently more than half of Project Literacy students are engaged in individual or small group classes with volunteer tutors. However, tutoring a low beginner student can be daunting. How can you teach someone when your means of communication are so limited? This manual aims to equip you as a tutor to confidently begin working with beginner students as well as to serve as a reference that you can return to as needed throughout your time as a tutor.

A Vision for Working with Beginners

Often working with low level language students can feel like you are standing at the bottom of a mountain that you must climb, yet with no clear path to the top. There is so much your student needs to know. How do you decide where to begin?

However, this mindset fails to recognize that adult language learners already possess so much knowledge and life experience. They are not starting from ground zero but are rather standing at the tip of an iceberg that is waiting to be uncovered. As you give them the language structures they need and provide them with plenty of encouragement and practice, more of their personality and unique experiences will be revealed and shared.

There is no doubt that working with beginner students has its challenges. Progress is slow and your student's goals may seem elusive. You may not be able to connect with your student right away or in the same way that you can with higher level students. However, with accurate expectations and patience you will enjoy a front row seat as you watch your student gain confidence and the voice to tell their story in English.

What to Expect When Starting out with Beginners

Maintaining accurate expectations will help guide you as you begin tutoring and prevent you from becoming discouraged. No matter how prepared you are when you come to your first tutoring session, remember that you still have a lot to learn about your students and they also need to learn what to expect. Give yourself and your students time to get in a rhythm that works for everyone, and don't worry if that doesn't happen right away! Getting up and running with beginner students is a slow and steady process.

More than anything remember that you are providing so much more than language instruction. Your tutoring sessions may be the only time in the week that your student can comfortably practice their English skills or ask cultural questions. By continually showing up for your student and giving them an encouraging space and sense of belonging, you are walking alongside them as a much-needed cheerleader and ally. This will mean so much to your students.

Here are some other helpful ideas to keep in mind to help guide your expectations as you start with low beginner students:

- Quickly find and maintain a method of **communication** that works for both you and your student. Checking in frequently with your student and reminding them of tutoring sessions or following up with an absent student will promote better attendance and show your student that you are accessible outside of class. If you are uncomfortable giving your personal information, you can get a free Google number to communicate.
- It's okay and even advisable to **use Google Translate** to communicate with your student to ensure that everything is clear to them. You can write out the English message and then copy and paste the translated text below to keep both you and your student on the same page.
- Building rapport with beginner students will take much longer than with higher level students. Expect your first sessions to be somewhat awkward for everyone! **Persistence and patience** will pay off as you watch your student become more comfortable over time.
- All language learners go through a **silent period** when they are taking in the language but are unable to yet produce it themselves. Don't worry if your student does not readily respond orally or engage in conversation. Teach them how to repeat what you say and encourage them to try out their oral skills in the safe space of your class.
- Create a positive atmosphere by **celebrating small accomplishments**, such as good attendance, the production of a piece of simple writing or the correct pronunciation of a difficult word.

The Four Strands of Language Teaching

When deciding how to divide up the time of your tutoring session, it is helpful to consider the Four Strands of Language Teaching devised by Paul Nation, an internationally known scholar of language pedagogy. His research describes how equal time in the language classroom should be spent on:

- **Meaning-Focused Input** – Meaningful and high-interest listening and reading
- **Meaning-Focused Output** – Meaningful and high-interest speaking and writing
- **Focused Language Learning** – Deliberate attention to grammar and language structures
- **Fluency Development** – Refining what the learner has already learned and making it more natural

These strands are not meant to be covered sequentially through the lesson. Rather, you can mentally check to see that the activities you plan touch on each of the strands roughly in equal proportion throughout your session. Note especially that only a quarter of time should be devoted to focused grammar study with the remaining time spent on student-centered communication and fluency practice.

Teaching Strategies

Adult learners approach language learning with different motivations and depths of experience than children. Because of these differences, there are specific teaching strategies that are well suited to work with adult students and others that are specifically suited to working with adult beginners. Learning and employing these strategies will equip you to confidently begin tutoring. Even a seasoned tutor can maintain these as a framework to guide lesson planning, referring to them as needed to stay on track.

These teaching methods have been summarized below using the mnemonic BRIDGE so you can easily recall this framework as you begin and progress with your learners. By using these strategies to meet your learners where they are, you are helping them build a bridge to connect their past to their current life. You will also find that you are able to connect with your learner despite their low-level language skills.

BUILD on the knowledge your learner already possesses.

Adult English language learners are exposed to English to some degree, whether through work, their family, media, or other sources. Before presenting any new material, it is a good practice to first **elicit existing knowledge** your learner has of the subject. This can be done by using images without words and asking open-ended questions such as, “What do you see?” You are activating their existing knowledge and inviting them to be an active participant in the lesson from the start. As you do this, you can assess where their language gaps are and build scaffolds to support them as they acquire more language skills.

RECYCLE material and activities in new ways.

Learners should have the opportunity to engage with new material and language features in a variety of ways. Even after moving on to other topics, the tutor should **integrate previously taught material in new ways** to support language retention. For instance, if you discussed prepositions of place with classroom objects, you could practice them again while describing locations in town. Whenever you cycle back to previously taught material, first elicit how much the learner remembers before presenting it again for them.

Additionally, activities that seem to work well for the learner can be reused across different content areas. The **predictability of familiar class activities** frees the learner to focus on the new content rather than on the mechanics of the activity. There is a page for notes in the Activities section of this manual where you can record those activities that work well for your student.

INTEGRATE your learner's life experiences into your teaching content.

Rather than gathering all lesson content from pre-written textbooks and lesson plans, the **learner's own life can become the material** that forms your lessons. Any grammar or vocabulary topic will be made more meaningful by using their experiences as the context for these new language structures. Stories and dialogues can also be written using their everyday life experiences. Just a few examples of student-centered learning are:

- Rather than teaching them to describe people from textbook photos, have them describe their own family members or friends.
- When discussing duties at work, dive deeply into the vocabulary that pertains to their own jobs, past and present.
- When learning about places in town, your student can describe their current and past neighborhoods.
- As they learn the simple past, the student can share what they did the past weekend.

DIMINISH learner DEPENDENCY as you move through each lesson.

As you plan to introduce new concepts, the activities you choose **should progress gradually from very structured activities** that require simple and supported responses and advance slowly **to more open-ended activities** that allow learners to apply the concepts learned to their own lives in writing and conversation. The learner will rely heavily on the tutor in the early stages to demonstrate the structured activities and content with the goal that they will slowly become more independent as the concepts take root in their understanding. This progression can be seen in the Lesson Planning Rubric later in this manual.

GO SLOWLY!

There are many ways that beginner learners benefit from going slow in the classroom. You can:

- **Speak slowly** and clearly while still using language that is natural.
- **Introduce new material slowly**, always building little by little, so the learner does not become overwhelmed or lost.
- Practice **slowing your own response time**, allowing the learner time to process their thoughts before they respond verbally or as appropriate for the activity. Jumping in too early to support the student may cut them off from their thought process and prevent them from succeeding at the task at hand.

EXTEND the learning past the tutoring session.

Often, beginner English language learners use English very rarely outside of class. You must find ways to help your learner extend their learning into their daily life. Make a habit of assigning your learner **'take it home' activities** that are practical and that will allow them to use the language skills they are learning in the natural context of their life. Supplying them with **interesting reading material** to read in between lessons will also ensure that learning is continuing outside of class. Sample extension activities are listed in the Activities section of this manual on page 31.

Gathering the Right Materials

When working with beginner language learners, you cannot rely on lessons that are solely based on conversation or text-heavy documents. These students need the support of image-rich materials along with simplified text. Below are some suggested materials that are worth gathering to equip you for working with beginners.

Primary Book Resources

A primary source for beginner learners should be rich in images and uncluttered by too much text. Rather than working through a book in a linear fashion, the images in the textbooks and pictures dictionaries listed below can be used to illustrate new vocabulary and concepts as you want to introduce them. This vocabulary can then serve as the context for grammar and conversation lessons. All of the sources below are readily available at the Watertown Free Public Library so both the tutor and learner can each have one on hand.

- ***Word by Word Basic*** by Steven J. Molinsky and Bill Bliss
- ***Monolingual Oxford Picture Dictionary*** by Norma Shapiro and Jayme Adelson-Goldstein
- ***Heinle Picture Dictionary*** by editor Jill Korey O’Sullivan
- ***Ventures Basic Textbook*** by Gretchen Bitterlin
- ***English in Action 1 Textbook*** by Barbara Foley
- ***Future Intro Textbook*** by Yvonne Wong Nishio

Other Sources for Images

You may have a need for images to support a lesson that are not found in your primary book. Something as simple as a quick Google image search can be done ahead of class or even with your learner to find the images that you need. When selecting images, remember to represent diverse people and settings. Other online resources for images are listed below. The links for them can be found in the Online Resource section of this manual on page 34.

- **Pexels** is a website full of free stock photos.
- **Opdome** is an online picture dictionary organized by theme

Realia

Realia refers to any physical object that you bring into the classroom to demonstrate a word or idea. This can be a real object to demonstrate vocabulary (i.e. real food items when learning

about food) or it can be everyday reading materials that can be used as literacy materials. These literacy materials could include:

- Grocery flyers
- Bus schedules
- Food and medicine labels
- School calendars
- Advertisements
- Clothing Labels
- Road Signs
- Rental ads

Reading Material

Extensive reading of high interest reading materials at the student's level will help students learn vocabulary and grammar structures in context. Suggested sources for reading materials can be found in the Online Resources section later in this manual.

Digital Resources

We live in an increasingly digitized world, and your learner needs to be able to interact with English in this digital world. Finding ways to integrate digital resources in your instruction will increase their comfortability in using digital resources in English. Some suggested digital resources are:

- **WhatsApp:** Most students are already familiar with this communication app. It can be used for contacting your student, sending written or verbal questions, or sending pictures of homework.
- **Google Forms:** You can create your own practice forms for the student to fill out.
- **Quizlet:** This is an app that is useful for assigning vocabulary practice.
- **Google Maps and Google Earth:** Students can practice finding locations and giving directions. Students can also share about their hometown and country.
- **Smartphone Pictures:** Have students take pictures throughout their week. The pictures can later serve as a prompt for in-class discussion.
- **Audio Recording App:** The tutor can record vocabulary words on the student's phone for the student to listen to and practice. The student can also record themselves to compare their pronunciation.

Helpful Materials to Have on Hand

In addition to having books, paper, and writing materials, there are a few other materials that are helpful to have on hand for each lesson.

- **Note Cards:** These can be used to add questions to your question deck and can also be used to create several hands-on games and activities. (See Activities section for an explanation of question decks and specific games.)
- **Sticky Notes:** Sticky notes of any size are excellent for labelling pictures or objects and can also be used to make charts and graphs.
- **Blank Calendar:** At the beginning of every month, have your student fill out a blank calendar. These can be used in so many ways. Use them to practice numbers and calendar vocabulary as well as to keep track of classes, homework assignments and other holidays or events. (See the handouts section for a blank calendar that you can copy and use each month.)

Library Resources

Introduce your student to the extensive resources at the Watertown Free Public Library as well as how to access them. Walk them through the process of creating an online account linked to their library card and help them browse the digital resources. Other great resources at the library include:

- The Library of Things: physical items other than books that can be checked out
- Access to computers, copying and printing
- Museum Passes
- Events such as movie nights and Project Literacy conversation events

The World Around You

Don't underestimate the power of the world around you to provide rich material for your language learner. When possible, visit places or take walks in your community to practice English skills outside the classroom. These experiences can even form the basis of story writing and grammar practice in future classes.

Planning Lesson Content

How do you go about planning lessons for a student you do not know well or one who may not be able to verbalize their own needs and goals in English yet? The beauty of working with very beginners is that you can start at the very beginning – with introductions, the alphabet, and numbers. While covering these basics, you can establish routines and rapport with your learner.

The Curriculum Path in the following pages begins with units covering these basics and then moves on to ‘Telling Your Story’ units. These units are meant to equip your student with the language structures they need to begin sharing their own story in English in simple and clear ways. As you learn more about your student, you will learn more about the specific areas and situations where they need more practice. This will help you choose later units in the ‘Situational Life Skills’ section that are pertinent to your student’s life and goals or you might want to create your own units that better fit your learner’s needs.

Planning Goal-Driven Lessons

Beginner learners need clarity and structure. Coming to each session prepared with a plan will go a long way to helping your student succeed. This does not mean that you need to spend hours in lesson preparation! The lesson planning rubric on the following page is meant to help you quickly pull together the various elements of a lesson in an organized way.

The first step is choosing a goal that is in line with your learners’ abilities and personal goals. For beginners, these goals will feel like baby steps and can be as simple as learning to give their name and date of birth clearly when prompted. You should avoid presenting goals that are too complicated, but rather ones that can be accomplished in one session. Over several sessions these ‘baby step’ goals can be forged into bigger goals such as making a medical appointment over the phone.

After choosing your goal, you can determine what vocabulary and grammar structures are necessary to accomplish your goal. These can be presented and practiced using controlled activities.

Then you can provide your student opportunities to practice these new language structures in more open-ended activities that are specifically meaningful to them. Finally, help your student find a way to continue practicing what they have learned throughout the week by assigning an extension activity.

- 1. Choose a lesson goal**
- 2. Decide what vocabulary and grammar structures will you need to reach your goal**
- 3. Practice language structures in controlled activities**
- 4. Apply learning in meaningful open-ended activities**
- 5. Extend learning through the week**

Lesson with:

Date:

Goal: The student will be able to _____

Vocabulary:

Grammar:

Life Skills:

Warm-up and Review:

Introduce New Topic: *Use visuals and realia to elicit existing knowledge of the topic*

Controlled Activities:

-

-

-

Open-Ended Activities:

-

-

Extension Activity/ Reading Assignment

Sample Lesson

Goal: The student will be able to use family vocabulary to label pictures, including their own family pictures.

Vocabulary: family vocabulary, first names

Grammar: Using 'this is' to introduce someone; Using possessive adjective 'my' (*my mother, my daughter*)

Life Skills: Knowing how to introduce family

Warm-up and Review:

- Question Deck Game: Student chooses a question card at random to ask teacher. The teacher then chooses one to ask the student.
- Monthly calendar: Go over the date and ask, "How many more classes are there this month?"
- Review previous homework assignments

Introduce New Topic: *Use visuals and realia to elicit existing knowledge of the topic*

- Show pictures of families from various sources. Ask, "What do you see?" and "Who is this?" to assess prior knowledge.
- Explain that today we will learn words for family and how to introduce our family

Controlled Activities:

- Student listens and repeats as the teacher points out and pronounces the family members in the picture dictionary.
- Give students labels with family words and have them label pictures of families.
- Go Fish Game: Write out family vocabulary on index cards – two cards for each word. Use the phrase, "Do you have a _____?" to ask for a card.
- Show the student family photos and introduce individuals saying, "This is my (*daughter*). Her name is _____."

Open-Ended Activities:

- Ask the student to tell you about their family. Write down their words as they speak. Prompt them with questions like, "Do you have a _____?" as well as other follow up questions. Read over their words together when they have finished and have the student write it out themselves to keep.

Extension Activity

- Ask the student to send you a family photo throughout the week via email, text, or WhatsApp and have them write a short caption introducing the people in the photo. Also, have them bring the photo to the next class.

Curriculum Path

Basics – Each unit could take 2-4 class sessions

Unit	Vocabulary	Grammar	Life Skills	Dialogue Questions	Suggested Materials/Resources
1: Greetings and Alphabet	<ul style="list-style-type: none"> - alphabet letters - first name - last name - feelings (<i>I'm fine/sick/tired.</i>) 	<ul style="list-style-type: none"> - Possessive adjectives (<i>My name, your name etc.</i>) 	<ul style="list-style-type: none"> - Asking someone's name - Introducing yourself - Spelling your own name 	<ul style="list-style-type: none"> - What's your name? - How are you? - Can you spell your name? 	<ul style="list-style-type: none"> - name tags - letter cards (<i>found in Handouts section</i>) - The English Alphabet - LanguageGuide.org (<i>Online alphabet practice with audio</i>) - Real English® - Lesson 1 - Hi! How are you doing? What's your name? (real-english.com) (<i>Online videos and practice with greetings</i>) - The alphabet and spelling - Real English® - Lesson 3a (real-english.com) (<i>Videos with alphabet and spelling name exercises</i>)
2: Countries and Origins	<ul style="list-style-type: none"> - country names - local town names - Question word 'where' 	<ul style="list-style-type: none"> - Personal Pronouns (<i>I, you, he, she etc.</i>) - Simple verb 'to be' 	<ul style="list-style-type: none"> - Asking where someone is from - Showing your home country on a map 	<ul style="list-style-type: none"> - Where are you from? - Where do you live now? 	<ul style="list-style-type: none"> - world map - Where're you from? Beginners - Real English® - Lesson 2 (real-english.com) (<i>Online videos and practice</i>) - Simple verb 'to be' chart handout
3: Class Materials and Phrases	<ul style="list-style-type: none"> - class supplies - class directions (read, listen, write, repeat, etc.) 	<ul style="list-style-type: none"> - This is / These are - Singular and plural nouns 	<ul style="list-style-type: none"> - Understanding what supplies are needed for class and homework 	<ul style="list-style-type: none"> - What is this? - Do you have (<i>a pencil</i>)? - Where is (<i>the pencil</i>)? 	<ul style="list-style-type: none"> - classroom directions handout - prepositions of location handout - The articles a and an (theenglishminute.com)

		<ul style="list-style-type: none"> - Indefinite articles (<i>a/an</i>) - Prepositions of place 	<ul style="list-style-type: none"> - Understanding classroom directions 		
4: Numbers	<ul style="list-style-type: none"> - cardinal numbers - phone number 		<ul style="list-style-type: none"> - Understanding written and spoken numbers - Reciting your phone number - Counting objects 	<ul style="list-style-type: none"> - What's your phone number? - How many _____ are there? 	<ul style="list-style-type: none"> - number cards (<i>found in Handouts section</i>) - dice - Number listening practice with telephone numbers (real-english.com)

Sharing Your Story – each unit could take 4-6 class sessions

Unit	Vocabulary	Grammar	Life Skills	Dialogue Questions	Suggested Materials/Resources
1: My Family and Friends	<ul style="list-style-type: none"> - family relationships - descriptive adjectives (<i>tall, short, etc.</i>) - birthdays and age 	<ul style="list-style-type: none"> - Simple verb 'to have' - Possessive Adjectives (<i>my name/her name</i>) -ordinal numbers (<i>for dates</i>) 	<ul style="list-style-type: none"> - Introducing other people - Describing people - Using dates correctly 	<ul style="list-style-type: none"> - Do you have a (<i>brother</i>)? - Who is that? - When is your birthday? 	<ul style="list-style-type: none"> - family pictures - calendar - Self introduction and introducing others. - Real English® - Lesson 6 (real-english.com) (<i>Videos about introducing family, includes notion of in-laws.</i>) - Family Vocabulary in English Learn English Online for Free (passporttoenglish.com) (<i>Online lesson plan with activities</i>) - Opposites in English Learn English Online (passporttoenglish.com) (<i>Online lesson about describing people</i>)
2: My Daily Life	<ul style="list-style-type: none"> - daily activity verbs - time - frequency adverbs 	<ul style="list-style-type: none"> - 'When' questions - Verbs in Simple Present (<i>I wake up./She wakes up.</i>) 	<ul style="list-style-type: none"> - Sharing about daily life - Planning time to study 	<ul style="list-style-type: none"> - When do you ____? - How often do you ____? 	<ul style="list-style-type: none"> - daily planner handout - Telling Time Randall's ESL Cyber Listening Lab (esl-lab.com) - Daily Routine An ESL Lesson Plan Complete With Games And Activities Games4esl (<i>Online lesson plan with vocabulary pictures and review games.</i>)
3: My Town and My Hometown	<ul style="list-style-type: none"> - places in town - descriptive adjectives for towns (<i>small, big, clean, dirty, safe, dangerous, etc.</i>) 	<ul style="list-style-type: none"> - Simple Present Verb 'to go' - Prepositions of Location - Adverbs of Frequency 	<ul style="list-style-type: none"> - Talking about the places you go - Giving directions - Describing your hometown 	<ul style="list-style-type: none"> - Where do you go in (<i>Watertown</i>)? - Where is (<i>the bank</i>)? - Tell me about your hometown. 	<ul style="list-style-type: none"> - pictures of your own hometown - map of Watertown or hand-drawn map of your neighborhood or town - The City in English - Learn English Online (passporttoenglish.com) - Places In Town Vocabulary Exercises Games4esl (<i>Online vocabulary practice</i>)

					<ul style="list-style-type: none"> - Town Map handout - Adverbs of Frequency - actions around town Mark Kulek - ESL - YouTube
4: My Home	<ul style="list-style-type: none"> - rooms and objects in a house - types of homes 	<ul style="list-style-type: none"> - prepositions of place - there is/ there are 	<ul style="list-style-type: none"> - Describing your home - Telling the location of your home 	<ul style="list-style-type: none"> - Is there a (<i>sofa</i>) in your house? - What is your address? - What is your home near? 	<ul style="list-style-type: none"> - House Vocabulary in English Learn English Online for Free (passporttoenglish.com) (Complete online lesson with activities about homes)
5: My Job	<ul style="list-style-type: none"> - job titles - tasks at work - job skills 	<ul style="list-style-type: none"> - Simple Sentences in Present Tense - Simple Past of verb 'to be' (<i>I was a teacher.</i>) - Questions with 'can' 	<ul style="list-style-type: none"> - Talking about current and past jobs - Talking about your job skills 	<ul style="list-style-type: none"> - What do you do for work? - What did you do in your country? - Can you (<i>use a cash register</i>)? 	<ul style="list-style-type: none"> - Jobs And Occupations Fun English Vocabulary Game Games4esl (Online vocabulary game) - Jobs in English Learn English Online for Free (passporttoenglish.com) (Online lesson with activities)
6: My Hobbies and Interests	<ul style="list-style-type: none"> - free time activities and interests 	<ul style="list-style-type: none"> - Verb 'to like' + infinitive in present and past (<i>I like to swim. I liked to swim.</i>) - Yes/No Questions with 'do' - Adjectives of Frequency 	<ul style="list-style-type: none"> - Sharing your interests past and present 	<ul style="list-style-type: none"> - What do you like to do? - Do you like to (<i>swim</i>)? - How often do you (<i>swim</i>)? - What did you like to do in your country? 	<ul style="list-style-type: none"> - Adverbs of Frequency Handout - Hobbies ESL Activity Hobbies And Interests Vocabulary Game Games4esl (Vocabulary review game) - Adverbs of Frequency - Learn English Online (passporttoenglish.com) (Adverbs of frequency practice)
7: What I'm Doing	<ul style="list-style-type: none"> - common action verbs 	<ul style="list-style-type: none"> - Verbs in Present Continuous (<i>I am working.</i>) 	<ul style="list-style-type: none"> - Describing what you are doing in the present moment 	<ul style="list-style-type: none"> - What are you doing? 	<ul style="list-style-type: none"> - Present Continuous Verb Chart - Present Continuous Tense Activity English Exercise For Beginners Games4esl (Online review game) - Images of people which you can use to ask "What is he/she doing?"

Situational Life Skills – each unit could take 4-6 class sessions

Unit	Vocabulary	Grammar	Life Skills	Dialogue Questions	Suggested Materials/Resources
1: Health - Symptoms	<ul style="list-style-type: none"> - parts of the body - symptoms 	<ul style="list-style-type: none"> - Verb 'to have' (<i>I have a sore throat.</i>) - Possessive adjectives (<i>Her head hurts.</i>) 	<ul style="list-style-type: none"> - Describing health symptoms 	<ul style="list-style-type: none"> - What are your symptoms? - How do you feel? 	<ul style="list-style-type: none"> - The Body in English Learn English Online for Free (passporttoenglish.com) (<i>online lesson about the body and health advice</i>) - The Body (reepworld.org) (<i>Body vocabulary practice</i>) - Health Problems Index (reepworld.org) (<i>Practice with symptoms</i>)
2: Health – Making Appointments	<ul style="list-style-type: none"> - date of birth - symptoms - calendar and time 	<ul style="list-style-type: none"> - Questions with modal 'can' (<i>Can I make an appointment?</i>) 	<ul style="list-style-type: none"> - Making appointments - Checking your schedule for openings - Giving personal information over the phone 	<ul style="list-style-type: none"> - What's your name, date of birth, telephone number etc.? - What's the reason for the appointment? 	<ul style="list-style-type: none"> - Making a Doctor's Appointment ESL Dialog Presentation - Bing video - Health Problems Index (reepworld.org) (<i>Practice talking about symptoms with the doctor</i>)
3: Health - Pharmacy	<ul style="list-style-type: none"> - American dosage terms - date of birth - types of medicine 	<ul style="list-style-type: none"> - 'How much' (<i>questions about dosage</i>) 	<ul style="list-style-type: none"> - Picking up medication at the pharmacy - Reading medicine labels - Describing symptoms 	<ul style="list-style-type: none"> - What can I take for (<i>a cold</i>)? - Dialogue to pick up a prescription. 	<ul style="list-style-type: none"> - local pharmacy flier - medicine labels - sample prescription labels - medicine.jpg (reepworld.org) (<i>online activities about medication</i>)
4: At the Bank	<ul style="list-style-type: none"> - American money - withdraw - deposit 	<ul style="list-style-type: none"> - Polite questions with modal 'can' 	<ul style="list-style-type: none"> - Recognizing American money - Knowing how to make change 	<ul style="list-style-type: none"> - Dialogue about making a deposit or withdrawal. 	<ul style="list-style-type: none"> - American coins and bills - sample checks - COINS (marshalladulthoodeducation.org) (<i>online practice with American money</i>)

	<ul style="list-style-type: none"> - make change - ATM 	<i>(Can I make change?)</i>	<ul style="list-style-type: none"> -Asking to make a deposit or withdrawal - Writing checks 	- Can I make change for a (<i>twenty</i>)?	
5: At the restaurant	<ul style="list-style-type: none"> - food and beverages - menu vocabulary - food allergens 	<ul style="list-style-type: none"> - Polite questions with modal 'can' - Questions with 'how much' 	<ul style="list-style-type: none"> - Ordering food and asking about menu items - Stating your food allergies - Making reservations 	- Restaurant dialogue between waiter and customer	<ul style="list-style-type: none"> - local restaurant menus - English Listening Comprehension - Ordering Lunch at a Restaurant in the USA - YouTube - ESL English Lesson Interactive Practice on At the Restaurant for English Learners (talkenglish.com)
6: At the supermarket	<ul style="list-style-type: none"> - food names - supermarket categories (<i>produce, dairy, etc.</i>) 	<ul style="list-style-type: none"> - Questions with 'where' - Questions with 'how much' 	<ul style="list-style-type: none"> - Reading food labels - Asking for help locating an item - Asking about a price 	<ul style="list-style-type: none"> - Where is/are the (<i>apples</i>)? - How much is/are (<i>the apples</i>)? - Do you like (<i>apples</i>)? 	<ul style="list-style-type: none"> - local grocery fliers - At The Grocery Store - food shopping English for Communication - ESL - Bing video (listening practice) - Food Vocabulary In English Fun Guessing Game Games4esl
7: At the School (for caregivers with children in school)	- classroom actions	<ul style="list-style-type: none"> - Yes/No questions in third person (<i>Does she listen in class?</i>) 	- Asking about your child's performance in school	- Dialogue between teacher and parent	- Parent Teacher Conference 3 - YouTube (Sample conference video)
8: Transportation	<ul style="list-style-type: none"> - types of transportation - vocabulary for public transit 	<ul style="list-style-type: none"> - Questions with 'where' - Questions with 'how' - Present Continuous 	<ul style="list-style-type: none"> -Knowing how to use local public transit - Describing how you get places 	<ul style="list-style-type: none"> - How do you get to the (<i>library</i>)? - Where are you going? 	<ul style="list-style-type: none"> - local public transit maps - online information about purchasing local transit tickets - Transportation in English Learn English Online for Free (passporttoenglish.com) (<i>Online lesson with activities</i>)

9: Emergency Calls	<ul style="list-style-type: none"> - types of emergencies 	<ul style="list-style-type: none"> - past tense - present progressive 	<ul style="list-style-type: none"> - Knowing the numbers to call in an emergency. 	<ul style="list-style-type: none"> - Dialogue between emergency operator and caller. 	<ul style="list-style-type: none"> - local police and poison control information resources.marshalladulthoodeducation.org/student_lessons1.html <i>(click on the link and then the 'Call 911' lesson)</i>
10: Finding Housing	<ul style="list-style-type: none"> - rooms in a house - types of homes - basic rental terms <i>(landlord, safety deposit, etc.)</i> - rental ad abbreviations 	<ul style="list-style-type: none"> - Questions with 'how much' for price - Questions with 'how many' for rooms 	<ul style="list-style-type: none"> - Knowing where to look for rental ads - Being able to ask questions about properties 	<ul style="list-style-type: none"> - Dialogue between landlord and potential tenant. 	<ul style="list-style-type: none"> - online platforms for finding rentals - Rooms Of The House Vocabulary Exercises Games4esl - Apartment Ad Vocabulary (web-esl.com) <i>(practice with online housing ads)</i>
11: Housing Problems	<ul style="list-style-type: none"> - types of housing problems <i>(leaks, broken appliances, pests etc.)</i> 	<ul style="list-style-type: none"> - Making polite requests with 'can' - Describing problems with present progressive verbs <i>(The ceiling is leaking)</i> 	<ul style="list-style-type: none"> - Knowing how to communicate with landlords or apartment managers 	<ul style="list-style-type: none"> - Dialogue between tenant and landlord describing a problem and asking for a solution. 	<ul style="list-style-type: none"> - Sample letter written to landlord - House Vocabulary and Problems (Part 1) English Language (waketech.edu)

Grammar Checklist

The checklist below includes all the grammar topics that Project Literacy assigns to Beginner 1 students. Students are not expected to master these topics, but rather be introduced to them and engage with them in repeated and meaningful ways. This checklist can help you keep track of when topics are introduced and reviewed. If students do begin to show mastery of certain topics, that can also be noted.

The topics are listed in the rough order that they are presented in the Curriculum Path located later in this binder. This is only a suggested order and should be tailored to the learner’s needs.

Resources for teaching these grammar points are listed in the Curriculum Path. There are also verb charts and grammar handouts located in the Handouts section.

Grammar Topic	Introduce	Review	Student Shows Correct Use in Structured Activities	Student Shows Independent Mastery
Subject Pronouns (I, you, we, he she, it, they)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Simple Present – Verb to Be	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Indefinite Articles (a, an)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
This is / These are	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Singular and Plural Nouns	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Imperative Verbs	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Prepositions of Place (in, on, under, next to)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:

Possessive Adjectives (My, his, her, etc.)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Simple Present (I like chocolate.)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Simple Sentences (Subject, Verb, Object)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Yes/No Questions with 'Do'	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Prepositions of Time (<i>at 1:00, on Sunday</i>)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Yes/No Questions with Verb 'To Be'	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
How many?	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Wh- questions (Where, When, Who)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
How much?	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
There is/There are Statements	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Present Continuous (I am studying.)	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:
Simple Past – Verb 'To Be'	Date:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Date:	Date:

Activities

The activities below are listed in four groups: warm-up activities, controlled activities, open-ended activities, and sample extension activities. These categories align with the lesson planning rubric to help you choose activities for each portion of the lesson. There is no need to strictly follow the rubric for every lesson but choosing activities from each category will help you progress through a topic while giving your student increasing independence with their newly learned language skills.

Warm-up and Review Activities

Calendar

A blank calendar can be used for several language-rich activities. Your students can:

- fill out a new calendar at the beginning of each month, filling in tutoring sessions or other important dates
- practice ordinal and cardinal numbers
- practice different verb tenses (*Today is.../Yesterday was.../Tomorrow will be...*)
- practice counting (*How many lessons do we have this month? How many Saturdays are in this month? Etc.*)

Question Deck

Using index cards, write out new questions the student is learning (*What's your name? Where are you from? When is your birthday? Do you have any children?*). Over time, you will have a deck of questions to review and use for games such as:

- Board game: Using the board game template in the handouts section, you can use your question deck cards to draw a card for each turn or write the questions on the game board.
- Question Dice: Pick six questions and number them 1-6. Roll a dice and answer the question for the number you rolled.
- Interview: Take turns drawing a card to ask your partner.

Guess the Word Games

These games help review vocabulary and the alphabet. Try switching roles and let your student lead the game sometimes.

- Guess the letters: Select a vocabulary word and write out blank spaces for each letter in the word. The student can guess letters to guess the word.
- Pictionary: Draw a picture depicting a vocabulary word for your student to guess.
- Is it a...?: Put a limited number of vocabulary words in a bag after first showing them to the student. The teacher picks one at random and the student guesses the word, asking, "Is it a _____?"

Question of the Day

Start class with a question written on the board to get conversation going. As the student progresses, you can choose fill-in-the-blank questions to encourage their creativity as they choose words to put in the blank. Examples of this include:

- Did you _____ today?
- Do you like _____?
- Do you have any _____?

Controlled Activities

These activities are meant to help introduce and solidify new concepts. Repeated exposure to new vocabulary and grammar through engaging games and activities will help your student become more comfortable and confident.

Labelling Vocabulary

Use sticky notes to have your students label vocabulary words in a book or in the classroom. Depending on their abilities, the student can write the word on the sticky note themselves or simply put the label on the word that you dictate to them.

Memory

Make a matching pair of cards for each vocabulary word – either the same words on both cards or one card with the word and another with a picture of the word. Put all the cards face down

on the table and take turns looking for a match, making sentences with each word that you draw. (*This is a book. This is a pencil.*)

Go Fish

You can also play a Go Fish style game with matching pairs of vocabulary words. To ask for a card use a set phrase such:

- Do you have a (pencil)?
- Do you like (apples)?
- Are you (eating)?
- Do you like to (swim)?

BINGO

Create a 3x3 grid with your student and have them randomly fill in their grid with vocabulary words from a pre-determined list. You can also fill the grid with alphabet letters or numbers. Call out the words, letters, or numbers at random until they student gets three in a row or fills their whole grid.

Pictionary

Draw a picture of a new vocabulary word for your student to guess. After a correct guess, ask the student to make a sentence with the word, giving them a sentence stem if necessary.

Substitution Drill

In this activity, you create a sentence stem with one blank that you can fill in with different words. This allows the student to change one part of the sentence while practicing one sentence structure at a time.

To practice new vocabulary, make a sentence stem and fill in new words in the blank each time.

- *Sentence stem: 'I like _____.'* *Answers: I like apples. I like bananas.*

To practice a grammar structure, change the verb tense or subject while keeping the rest of the sentence the same.

- *Sentence stem: _____ wake up early.* *Answers: I wake up early. She wakes up early.*

Sentence Strips or Mixed-Up Sentences

This activity helps students understand and practice word order in English. Write out sentences using structures that you are practicing. Then cut them out, keeping each sentence separate. Have students put the sentences back together. Alternatively, you can write each sentence out in a mixed-up fashion and have the student write it out in correct order.

Controlled Listening: Fill in the Blank

Write out the transcript of a listening activity, leaving some key words out. Read over the transcript with the student and have them make predictions as to what words could go in the blanks. Have the student listen to the complete passage and try to fill in the blanks, repeating as necessary.

Controlled Dialogue Practice

To practice a dialogue exchange in a controlled way, you can present the learner with a dialogue stem such as the one below. This can help give the learner confidence before moving on to a less controlled role play activity.

Sample Dialogue Stem

Patient: Can I make an appointment, please?

Receptionist: What is your first name and last name?

Patient: _____

Receptionist: And what is your date of birth?

Patient: _____

Receptionist: What is the reason for the visit?

Patient: My _____ hurts. / I have a _____.

Receptionist: The doctor can see you on _____ at _____.

Patient: Thank you. I will come on _____ at _____.

Disappearing Dialogue

After practicing a dialogue like the one on the previous page, the teacher can erase portions of the dialogue and allow the learner to gradually fill in more information on their own.

Controlled Writing: A Story Stem

Present the student with a short story. Read through the story and discuss any new words or ideas the student has about the topic. Then present the student with a story of the same structure but with blanks for the student to fill in their own personal information.

My name is Maria. I am from Mexico City.
In Mexico, I was a nurse. I used to help patients and give them medicine. I liked my job. Now I am a nanny. I take care of two children. I like my job but I want to be a nurse in the United States.

My name is _____. I am from _____.
In _____ I was a _____. I used to _____.
_____. I (liked / didn't like) my job. Now I am a _____.
I _____ (job tasks). I (like / don't like) my job now because _____.

Open-Ended Activities

These activities are meant to allow your student to put to use all the vocabulary and grammar skills they have learned in a way that is meaningful and practical to them. Focus here should be less on correcting mistakes and more on letting the student say what they want to say. You can always note repeated mistakes and address them in later lessons.

Role Plays with Tasks

Assign a role to your student(s) and yourself to play out a dialogue. Adding a specific task to the role play can clarify the goal for the activity. These role plays should be less scripted and can change each time you practice them. Sample roles with tasks are:

- A customer needs to return a shirt to a store

- A patient needs to ask for a refill of a prescription
- An employee needs to call in sick

Draw and Write

Allow your student to draw a picture from a prompt they are given. After they are finished drawing, the student can verbally describe their picture. Elicit more information by asking them questions about the drawing. Afterwards, have them write short sentences describing the picture (or single words for lower students).

Language Experience Approach

The Language Experience Approach (LEA) is a commonly used ESOL practice. Essentially the teacher transcribes the learner’s exact words as the learner is speaking. The student can be prompted by a picture, a text, or a question from the teacher. The result is a completely learner-generated text that is meaningful to your student. The text can be used for pronunciation and fluency practice or to highlight grammar structures. Mistakes can be corrected later in a revising stage.

Write or Tell a Story from Pictures

Present your student with a picture or series of pictures without words. Ask your student to narrate or write a story based on the pictures. Remember to focus on production over perfection here and let the student say what they want to say while prompting them with questions to help clarify their thoughts.

Interview Grid followed by Presentation

Supply your student with a grid of questions like the one below. The student will ask their classmates or teacher the questions and record the answers. They can then take their notes from the recorded answers and present their findings from the interview, first writing them out in complete sentences and then reading them to the class.

What’s your name? (Can you spell it, please?)	Where are you from?	What do you do for work?	Do you like your job?

Sample Extension Activities

As a tutor you want to extend learning outside of the classroom and into the learner's everyday life. You can facilitate this by assigning extension activities for your learner to do as homework before their next class. Make these as meaningful and practical to your student as possible.

Some sample extension activities include:

- Write out your grocery list in English
- Use a voice recording app to record directions to your home
- Practice a phone call with your tutor
- Make a medical appointment using an online portal
- Write an email to your child's teacher asking about their progress in school
- Introduce a family member to your teacher using pictures or drawings
- Keep a journal, recording what you are doing at certain times in the day
- Draw a map of your neighborhood and label streets and buildings
- Use the library's digital resources to check out a book or movie

Assigned Reading

Supplying your learner with interesting reading material at their level to read at home is another way to ensure that learning continues past the classroom. The selected readings can be used later in class to review vocabulary and grammar structures or read aloud in class for fluency practice.

Activities Notes

(Note here activities that work well and other activities you discover).

Teaching Pronunciation

With beginner students, intelligible pronunciation is your goal rather than a perfect accent. If your student's intelligibility is hindered by pronunciation difficulties, you can note their areas of difficulty and address them using the following exercises.

- Tap out syllables: Slowly say the word, counting out how many syllables there are.
- Illustrate word stress: Circle the portion of the word that should be stressed or clap during the stressed syllable when saying the word aloud.
- Practice minimal pairs: Minimal pairs are two words that differ by only one sound. Practicing minimal pairs can help you isolate certain sounds that need more practice. For a student who confuses the 'th' and 's' sounds, you could help them practice the minimal pairs below. Other minimal pairs can be found at the website listed in the Online Resources section of this manual.

<u>Minimal Pairs of 'th' and 's'</u>	
thin	sin
thick	sick
path	pass
myth	miss

Online Resources

Complete Lesson Plans and Videos by Theme

www.passporttoenglish.com

www.usalearns.org

www.onestopenglish.com/adults/esol/absolute-beginners

www.real-english.com/new-lessons.htm

Grammar and Vocabulary Videos

www.theenglishminute.com

Pronunciation – Minimal Pair Practice

www.rong-chang.com/mjc/pronunciation

Digital and Printable Games

www.games4esl.com

Listening Exercises

www.readingskills4today.com/level1

Reading Material for Beginners

www.literacymn.org/sites/default/files/pre-beginning_esl_story_bank.pdf

<https://globalaccess.bowvalleycollege.ca/learners.readers.php>

www.readingskills4today.com/level1

Images and Flashcards

www.opdome.com

www.languageguide.org/english/vocabulary/

www.pexels.com

www.eslflashcards.com

Handouts

The following pages contain several handouts that should be useful to you as you tutor. Several of them correlate to specific units in the Curriculum Path and are listed in the unit's Suggested Materials section.

You can copy the handouts as needed. Alternatively, you can slip the handout in a sheet protector and use a dry erase marker to write on it. This allows the student to reuse the handout several times over a single lesson or several lessons.

The following handouts are included:

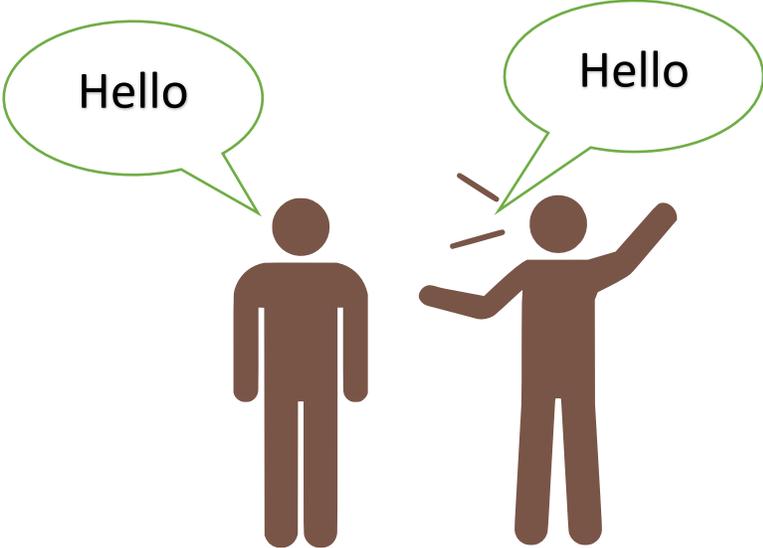
- **Blank Calendar** – can be filled out each month and used to schedule classes as well as to practice numbers, days, and months
- **Words to Remember** – a place for students to record words they want to remember along with a translation or picture definition
- **Classroom Directions Chart** – visuals to explain basic classroom directions
- **Alphabet and Number Cards** – these can be cut out and used for games such as Memory or for spelling words
- **Verb Charts** – for a visual reference of verb conjugation. The blank chart can be filled in for practice.
- **Prepositions of Locations Chart** – visual explanation of prepositions
- **Adverbs of Frequency Chart** – visual explanation of basic adverbs of frequency
- **Blank Weekly Planner** – can be filled out with times of daily activities or used as a journal
- **Draw and Write Template** – to use for 'Draw and Write' activities
- **Town Map** – can be used when practicing giving directions of locations
- **Blank Game Board** – can be copied and used to make games. The spaces can be filled with vocabulary to prompt sentences or questions to answer.
- **Blank BINGO Grid** – can be filled out to play BINGO

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Classroom Directions



Listen



Repeat



Read



Write

A	B	C
D	E	F
G	H	I
J	K	L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w	x	y
z		

1

2

3

4

5

6

7

8

9

0

Verb Chart

Verb 'to be' in Present Simple

I am	We are
You are	You are
He/She/It is	They are

Verb 'to have' in Present Simple

I have	We have
You have	You have
He/She/It has	They have

Present Progressive Verbs

I am _____ing	We are _____ing
You are _____ing	You are _____ing
He/She/It is _____ing	They are _____ing

Verb 'to be' in Simple Past

I was	We were
You were	You were
He/She/It was	They were

Blank Chart for Practice

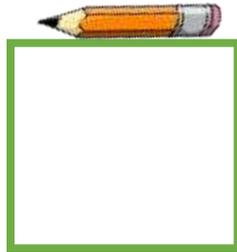
I	We
You	You
He/She/It	They

Prepositions of Location

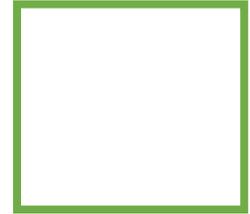
Where is the pencil?



IN the box



ON the box



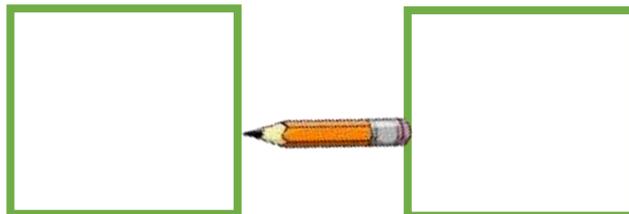
UNDER the box



NEXT TO the box



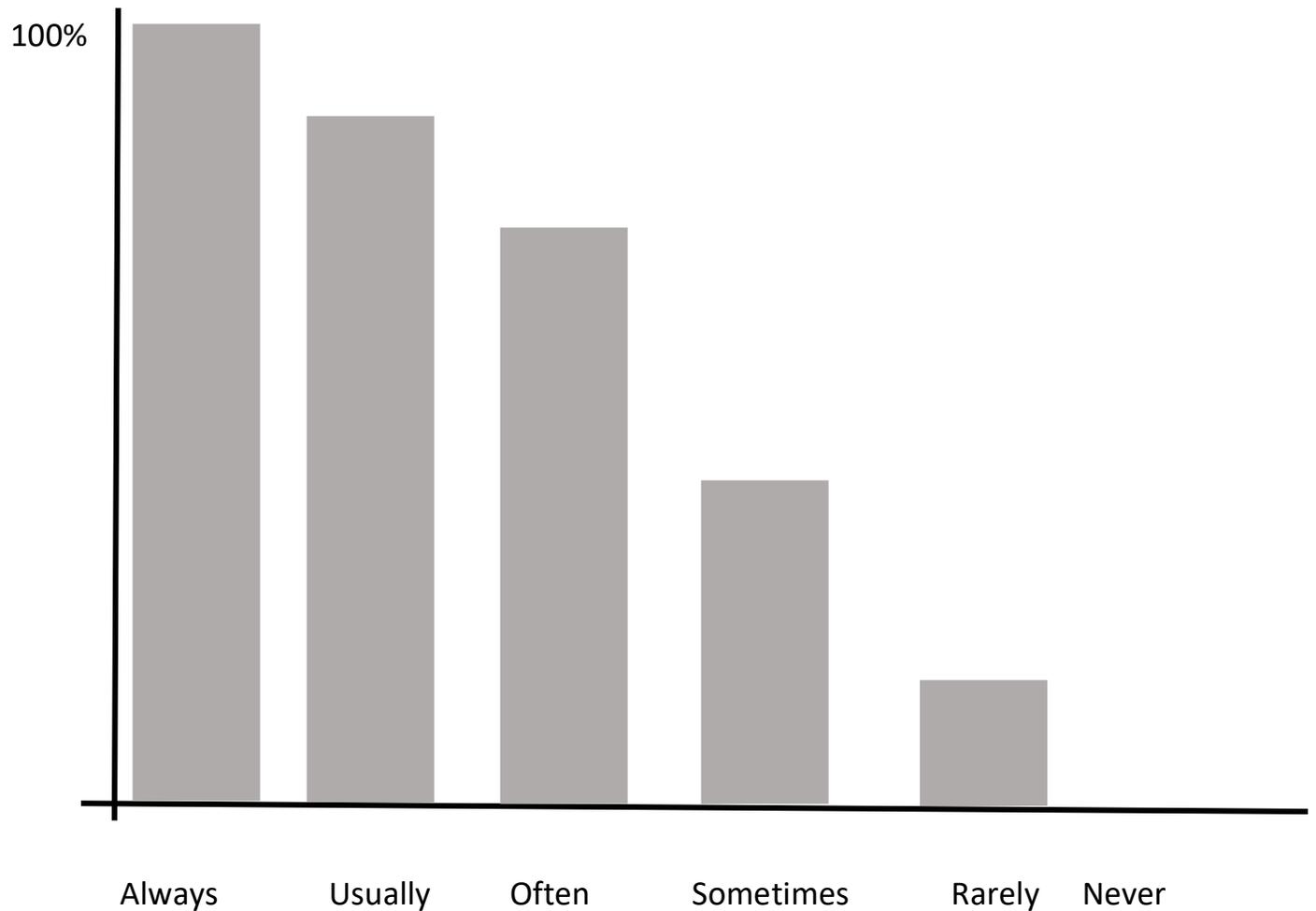
ABOVE the box



IN BETWEEN the boxes

Adverbs of Frequency

How often do you...?



Sample Sentences:

*I **always** eat breakfast.*

*I **usually** brush my teeth at night.*

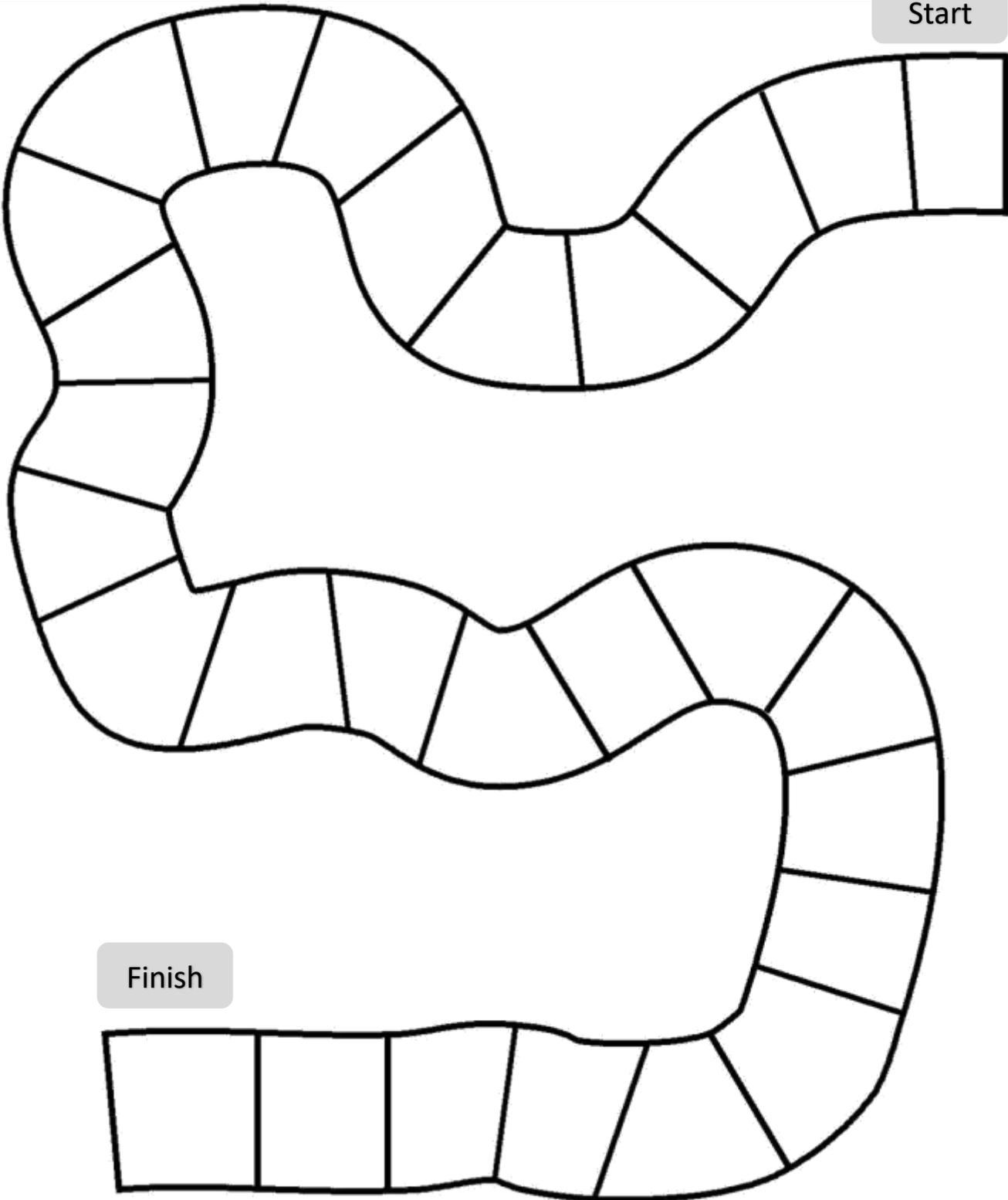
*I **often** shop at Star Market.*

*I **sometimes** have pizza for dinner.*

*I **rarely** go to the movie theater.*

*I **never** swim in the winter.*

Board Game Template



Town Map – Where is the _____ ?

Police
Station

Shopping
Mall

Doctor's
Office

Laundromat

Pharmacy

Bank

Cafe

Restaurant

Supermarket

City Park

City Parking Lot

School

Gym

Apartment
Complex

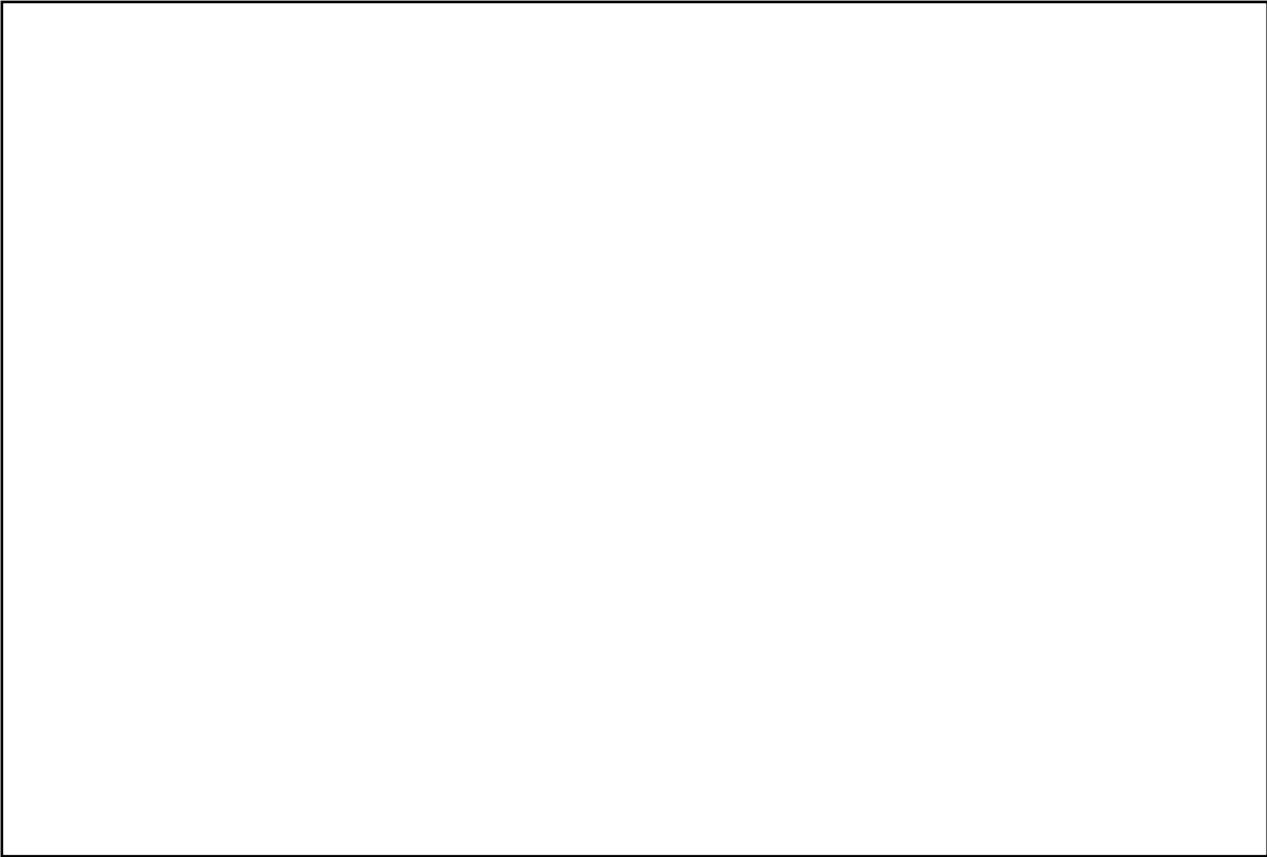
Library

Hospital

Weekly Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6.00-7.00 AM							
7.00-8.00 AM							
8.00-9.00 AM							
9.00-10.00 AM							
10.00-11.00 AM							
11.00-12.00 PM							
12.00-1.00 PM							
1.00-2.00 PM							
2.00-3.00 PM							
3.00-4.00 PM							
4.00-5.00 PM							
5.00-6.00 PM							
6.00-7.00 PM							
7.00-8.00 PM							
8.00-9.00 PM							
9.00-10.00 PM							

Draw and Write



BINGO Grid

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