Lesson Plans: Everyday Language Functions for Immigrants to the U.S.
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0. Background

A. Description of the program
This unit was designed for use in an ESL program at a community college in the southeastern United States. The program goal is to equip students for life in English-dominant American society. Upon successful completion of this program, students may register for mainstream courses at the community college.

B. Description of the students
The students are 15-20 beginning level adults, most of whom hail from countries in Latin America and for whom Spanish is the native language. For the most part, these students have immigrated to the United States with the intention of being permanent residents, in order to get better jobs and attain higher standards of living for themselves and their families; they are highly motivated, many for both integral and instrumental purposes. Most of the students have full-time jobs while taking the course. The beginning level is the first of three series of courses in the ESL program; the next series is intermediate. Students have been placed in the beginning series according to their performance on oral and written placement tests. In general, the students have larger vocabularies than true beginners because many of them have lived in the United States for some time and acquired English vocabulary, though they have not received formal instruction.

C. Description of the course
Beginning English Communication is grounded in communicative language teaching and specifically employs the functional-notional approach. The course is intended to introduce students to basic speaking and writing conventions. Each class session is 60 minutes, and the class meets three evenings a week. This teaching unit is aimed at enabling students to negotiate the texts of daily life.

D. Recent work
The five lessons in this unit are intended to facilitate learners' understanding and production of spoken and written English in the context of everyday activities. This is the first unit on the syllabus, so students are being introduced to forms that will be built on as the course progresses. The lessons presented here fall in the middle of the unit.

Lesson 1
I. Getting ready to teach the lesson
A. General topic of lesson
Reporting personal information

B. Goals
1. General unit goal: Students will understand and produce spoken and written language from the context of daily life
2. Goal of this lesson: Students will be able to fill out a personal information form and report the same information in paragraph form

C. Student learning outcomes for this lesson
By the end of this lesson, students will be able to:
1. use personal information vocabulary
2. scan for personal information
3. form sentences about personal data
4. put the sentences together to form a cohesive paragraph about themselves

D. Vocabulary and other key language to be taught in this lesson
Vocabulary related to personal information (e.g., *form, age, gender/sex, height, nationality,* and *marital status*); typical patterns for reporting personal information in sentence form.

E. Materials
Whiteboard markers, driver's license, handouts on superheroes/celebrities, personal information forms, pictures of characters (not included here), worksheet for converting data to sentences

II. Teaching the lesson

Activity 1:   Warm-up (10 minutes)
1. T collects homework from the last class and asks Ss if they have questions.
2. T holds up his/her driver's license and asks the class what it is, whether they have one, etc.
3. T asks class to list information that is on a driver's license (for example, date of birth, height, hair color, eye color). Each student who answers is asked to write the category or an example on the board.
4. T tries to elicit anything major that class has missed and provides explanation if necessary.
5. T asks which students/how many have various characteristics.
6. T holds up a personal information form, introducing the word *form*, noting that while many people do not like forms, they will be doing a FUN activity with them.

Activity 2:   Information gap with celebrity statistics (25 minutes)
1. T tells Ss that they will read a paragraph about a famous person and fill out a personal information form for that person. T passes out a handout about a different superhero/celebrity to each group (Appendix A).
2. T asks groups to read through the information together.
3. T passes out blank personal information worksheets (Appendix B).
4. T asks each group to work together to fill out the forms for each superhero/celebrity.
5. Ss work together as T circulates around the room to monitor progress and field questions.
6. While Ss are finishing up, T distributes pictures of characters to groups (not the same character of whom/which the group has a description).
7. When all the groups have completed their forms, T asks for a volunteer from each group to read through the information, noting any information they could not find.
8. When each student finishes reading, T asks which group has the picture of the superhero/celebrity that has been described; in this way, the superheroes'/celebrities' identities are revealed.
9. T asks questions of the class, such as *Who is the youngest? Who has black hair?* etc.

Activity 3:   Convert personal data to sentences (15 minutes)
1. T tells Ss that they will practice writing complete sentences to convey their personal information to a prospective employer. T passes out worksheets for converting personal information data to sentences (Appendix C).

2. T asks Ss each to write five sentences (a paragraph) using their own information to introduce themselves to an employer and directs their attention to the example at the bottom of the worksheet.
3. While Ss are working on this task, T writes five sentences to a prospective employer on the board as a model, using his/her own information.
4. T asks for volunteers to read their sentences.
5. Homework assignment: Write a paragraph about a celebrity (5 minutes)
6. Ss will find information from newspapers, magazines, television, or the Internet, about a celebrity from the US or from their country.
7. Ss will write a paragraph in English to make people interested in their celebrity, using that celebrity's personal information, including job/what he/she is famous for.

Lesson 2
I.   Getting ready to teach the lesson
A. General topic of lesson
Composing an email invitation

B. Goals
1. General unit goal: Students will understand and produce spoken and written language from the context of daily life
2. Goal of this lesson: Students will create an email account and compose an email invitation

C. Student learning outcomes for this lesson
By the end of this lesson, students will be able to
1. Understand and use English email terminology
2. Use email and fill in the appropriate fields
3. Write a personal invitation that includes the answers to question (*wh-*) words

D. Vocabulary and other key language to be taught in this lesson
Vocabulary related to email (e.g., *account, email address, subject,* and *reply*); *wh*-words

E. Materials:
Overhead projector, computers connected to the Internet, handout on *wh*-words, sample (authentic) invitation card

F. Other preparation:
The class should meet in the computer lab.

II. Teaching the lesson
Activity 1:   Warm-up (5 minutes)
1. T says that many people use email every day—it is becoming so popular that personal information forms, such as those for job applications, membership registration, and even medical records, often ask for an email address.
2. T asks if anyone already has an email account and, if so, how often he/she uses it; most likely, not all of the Ss will have an email account—if this is the case, the T explains that everyone will create a new one

3. T explains that the goal of today's class will be, after they have created a new email account, to use some of the personal information from the last class and to write an email invitation to someone in the class.

Activity 2:   Create an email account (20 minutes)
1. Using the overhead projector, T guides Ss through the steps of creating a Hotwire email account. (Hotwire is a good choice for this purpose because setting up a Hotwire account is free, fast, and easy; another popular option is Yahoo!)
2. T goes around checking to see whether Ss are on the right track and making progress filling out their personal information.
3. When everyone has successfully created an account, T congratulates them and asks them to write down their new email address and those of the people on their right.

Activity 3:   Introduce the use of wh-words in invitations (10 minutes)
1. T explains that everyone will be writing an invitation to the student on his/her right.
2. T asks if anyone knows what an invitation is; if no one knows, or if anyone is unsure, T demonstrates with an authentic example invitation card.
3. T elicits from the class what information they think should be contained in an invitation.
4. T writes their ideas on the board, then passes out a handout on *wh*-words (Appendix D).
5. T explains that *wh*-words can help people remember what to put on an invitation.
6. T goes through *wh*-words and examples of each type of information and asks if anyone has any questions.

Activity 4:   Write an email invitation (20 minutes)
1. T that everyone will write an email to the person on his/her right.
2. The subject of the email will be an invitation to see a movie or to do something else they like to do (e.g., go out to dinner or watch a sporting event); T explains that these are not real invitations.
3. T reminds the class to use the *wh-* words, remembering to include who they are, what they want to do (which movie?), when they want to do it, and where.
4. If Ss have trouble getting started, T suggests that a good way to start an invitation is *Hi, [recipient's name]. It's [sender's name]. Would you like to . . .?* and points them to the sample invitation on the *wh*-word handout.
5. Ss compose emails to their neighbors while T circulates around the room, checking Ss' progress and fielding any questions.
6. Once all Ss have finished, T suggests that they reply to the invitations with a *yes* or *no*. If they choose to refuse the invitation, they will need to provide a reason (i.e., a *why*).

Homework assignment: Email the teacher (5 min)
1. Ss will email the T with an interesting fact, story, or piece of information about themselves; the email should be at least four sentences.
2. T will reply before the next class.

Appendix A

1.

Who am I?

I have green skin, eyes, and hair. I am seven feet tall and weigh 1,040 pounds. My real name is Robert Bruce Banner. I am currently unemployed, but I used to work as a nuclear physicist (scientist). I was born on April 13, 1962 at Marvel Comics. If you want to contact me, you can call me on my cell at (555) FOR-HULK, or write to me, c/o Marvel Comics, at 417 5th Ave., New York, NY 10016.

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2.

Who am I?

I am a famous Hollywood actress originally from Coatzacoalcos, Mexico. I am 39 years old; I will be 40 on September 2. I was in the film *Frida* about an artist named Frida Kahlo. I have dark brown hair and eyes and am 5 feet and 2 inches tall. I weigh 115 pounds. My home telephone number is (555) YOU-WISH. You can call me anytime. Or, if you want to write me a letter, here's my address:

151 El Camino Dr.

Beverly Hills, CA 90212

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3.

Who am I?

I am a very popular comic book character. My real name is Peter Parker, and (when I'm not fighting crime), I work as a teacher in New York City. I was born on August 10, 1962. I am 5'10 and weigh 165 lbs. I have hazel eyes and brown hair. My closest relative is my aunt, May Parker. My costume is blue and red. If you want to call me, my work number is (555) 4SPI-DER. If you want to write to me, here's my address at Marvel Comics:

417 5th Ave.

New York, NY 10016

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4.

Who am I?

I can fly. My parents tell me I am 29 years old. My height is 6 feet, 3 inches and my weight is 225 pounds. My real name is Kal-El, but people on Earth call me Clark Kent. I work as a reporter for *The Daily Planet*. I live at 344 Clinton St., Apt. 3-D, in Metropolis. My hair is black, and my eyes are blue. My costume is blue, red, and yellow. My Social Security number is 123-45-6789. My adoptive parents are Martha and Jonathan Kent. Their Cell Phone number is (555) Mom-NDad.

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5.

Who am I?

I am a famous basketball player. I play for an American team, the Houston Rockets, but I am from China. I am seven feet and five inches tall (2,26 m), and I weigh 296 pounds (134,3 kg)----more than Shaq! My parents, the Yaos, are very tall, too; my father is 6'7" and my mother, who used to play for China's national basketball team, is 6'3". I have black hair and brown eyes. I have been playing in the NBA for a few years but I am only 25 years old. My birthday is September 12. You can email me at fanear@rocketball.com, or write to me at:

Houston Rockets

1510 Polk St.

Houston, TX 77002

Appendix B

PERSONAL INFORMATION FORM

Name_____
        Last   First   MI   Suffix (Jr., II, etc)

Address_____
        Street   City   State   Zip

Email_____@_____

Home(___)_____ Work(___)_____ Cell(___)_____

SSN____-__-____ DOB___/__/___ Age_____ Gender_____
    ###-##-####   mm/dd/yy   M/F

Height_____ Weight_____ Eye color_____ Hair color_____

Employer_____

Emergency contact (friend or relative)_____
                                         Name

                                        _____
                                          Address (Line 1)

                                          _____
                                          (Line 2)

                                          _____
                                          Phone

Appendix C
Make Sentences with Your Personal Information!

INFORMATION	SENTENCE
Name	My name is _____. I am _____.
Gender (male or female)	I am (a) _____.
Age	I am _____ (years old).
Country of Origin	I am from _____. I was born in _____.
Job/occupation	I work as a/an _____. I am a/an _____.
Height	I am _____ feet (and) _____ inches tall.
Weight	I weigh _____ pounds. I am _____ pounds.
Hair color	My hair (color) is _____. I have _____ hair.
Eye color	My eyes are _____. I have _____ eyes.
Marital status (single, married, divorced, or widowed)	I am _____.
Address example: 123 Main St Durham, NC 27707	I live in a house/apartment in Durham, North Carolina at 123 Main Street. My zip code is 27707.
Telephone number/email address	My telephone number/email address is _____. You can contact me at _____.

Example: Hi! My name is Maria Nunez. I am a 38-year-old, single female from Nicaragua. I work as a bus driver in Raleigh, North Carolina, but I live in an apartment in Durham. I am 5 feet, 3 inches tall. I have black hair, and my eyes are dark brown.

Appendix D

Wh- Words: All the Information You Need

Person
Who?   student, teacher, Jose, Maria, baby, Tom Cruise

Activity
What?   movie, election, birthday party, basketball game

Day/Time
When?   Sunday, 8:00 in the morning, tonight, 10:35 p.m.

Place
Where? home, school, movie theater, bank, gas station

Email address: _____

Partner's email address: _____

Sample invitation:
Hi, Miguel! Would you like to go to dinner with me at Torero's on Friday at 6:30? The food is very tasty. What do you think? Please email me back.

Carlos