

Unit 1

❖ *Getting to Know You*

*Pennie Lau, 2007*

## ❖ Getting to Know You - Suggested Activities

### Activity 1.1 Student Survey (see handout)

The teacher (T) asks students (Ss) to fill out the form to get a profile of the class as well as contact information. This form can be used as a quick and dirty tool to assess the language level of the Ss and to detect any literacy challenges in the class.

### Activity 1.2 Survey & Tally (no handout)

- A. T surveys Ss by asking 4-5 questions, one question at a time. T writes Ss answers on the board and tally.

<p>■ Where/from? China-1111 Mexico-111 Thailand-1 Croatia-11 etc...</p>	<p>■ What languages/speak? Mandarin-111 Cantonese-1111 Spanish-11 Tagalog-1 etc...</p>	<p>■ How long/US? 3 years 2.5 years .5 years <u>10 years, etc...</u> ... years total</p>	<p>■ What/job now? Cook-111 Housekeeper-11 Teacher's aide-1 unemployed-111 etc...</p>
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- B. Revel at the diversity of the class as noted on the board (ex. 8 different countries, 11 languages spoken, total number of years in the US, 10 different occupations, etc.)

### Activity 1.3 Perceived Weaknesses (no handout)

- A. T discusses with the class language skills one has to learn when a person is acquiring a new language: reading, writing, listening, speaking, grammar, etc. Put the skills on the board.
- B. Have Ss go up to the board and write their names under a skill area that they think they are weakest in.

<p><u>Reading</u> <i>Lisa chow</i> <i>Wei Min Lee</i></p>	<p><u>Writing</u> <i>Rosa Mendes</i> <i>LiLing Wong</i></p>	<p><u>Listening</u> <i>Attila Daas</i></p>	<p><u>Speaking</u> <i>Susanna Luu</i> <i>David Guo</i> <i>Jose Diaz</i></p>	<p><u>Grammar</u> <i>Chu Yu Wen</i></p>
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- C. In all likelihood, T will have to reassure Ss that s/he will touch on all the language skill areas in this class. This is not a focus ESL class.

### Activity 1.4 What type of learner are you? (no handout)

- A. We all learn differently. T takes out a cell-phone and sets up the scene: "You have just gotten a new cell phone. You're very excited about it. You want to use it right away. How would you learn to use it? Would you read through the phone manual first (text learners)? Would you have someone show you how to use it (visual learners)? Would you want someone to tell you all about it (auditory learners)? Would you take it, play with it and try it out on your own (kinesthetic learners)?" T writes the different modalities on the board. Have Ss go up to the board and write their names under the learning modality that they prefer.

<u>See it</u>	<u>Hear it</u>	<u>Read it</u>	<u>Try it</u>
Susanna Luu Chu Yu Wen Attila Dass Rosa Mendes	Wei Min Lee	Liling Wong Lisa Chow	David Guo Jose Diaz

- B. In most circumstances, there will be more people who prefer to learn visually. 85% of the general population are visual learners. What does this mean when we have this kind of diversity in a class? The T will have to use a variety of exercises and teach in different ways to appeal to all her/his Ss. T may not be able to make everyone happy all the time, but s/he can make some people happy some of the time.

### Activity 1.5 Point to the person who...(no handout)

- A. Have Ss introduce themselves (3-5 facts each time). Make sure they're listening to each other. Tell them they will be tested later:
- Name (My name is Da Hong Chan, you can call me Diana.)
  - Native country & languages (I'm from China. I speak Mandarin & a little English.)
  - Meaning of name ("Da" means big, "Hong" means red in Chinese.)
  - What/do in your free time? (I like to cook and knit in my free time.)
- B. After introductions, T tests Ss by recalling information that T remembers and asks Ss to point to the person to whom T is referring. (➤Point to the person who is from Shanghai, China. ➤Point to the person whose name means "a winner" in Chinese. ➤Point to the person who likes to jog in his/her free time, etc.)

**Activity 1.6 Info. on yellow stickies (no handout)**

- A. Have students write down 3-4 facts about themselves on a yellow sticky that you have handed out to them.
- Name (Raymond)
  - Country (China)
  - Length of stay in US (3 years, 2 months)
  - Favorite ice cream flavor (chocolate)
- B. Have each S stand and introduce the information to the class. Have each S place his/her yellow sticky on their country of origin on the world map.
- C. Revel at the diversity that they see on the map (ex. 10 different countries, sum of the number of years in the US, 12 different flavors of ice cream noted, etc.)

**Activity 1.7 Find someone who...(see handout)**

- A. Pass out handout. T reviews yes/no question formation with Ss. T role models behavior and language for Ss.
- B. Have students mill around the room. Have on hand a small prize for the student who gets the most lines filled, in the shortest amount of time.

**Activity 1.8 Class Rules-What do you need in order to learn? (see handout)**

- A. T introduces a few class rules to start and explains the significance or importance of each rule. Keep the rules short and simple. For example:
- Come to class on time.
  - Turn off your cell-phone (set on vibrating mode)
  - Ask questions.
  - It's OK to make mistakes, etc.....
- B. T then asks Ss to think about their own learning needs. T explains: *"We're going to be together for the next 4 months. What do you need from me as well as your classmates in order for you to learn in this class?"* T writes student suggestions on the board. Ss copy the ideas down on their handout. The handout, in essence, becomes a memorandum of understanding (MOU) between all parties in the class.
- C. T reviews and reinforces the rules in the MOU and invites Ss to interpret and explain each rule the following day in his or her own words.

**Career Exploration VESL  
Student Survey**

- Name \_\_\_\_\_
- Phone/cell Phone \_\_\_\_\_
- E-mail \_\_\_\_\_

1. What name do you want to use in this class? \_\_\_\_\_
2. Where were you born? \_\_\_\_\_
3. What is your native language? \_\_\_\_\_
4. How long have you lived in the United States? \_\_\_\_\_
5. What was your job or profession in your native country? \_\_\_\_\_
6. In your native country, what schools did you attend or graduate from?  
*Check all that are true for you*  
Elementary \_\_\_ Junior high \_\_\_ High school \_\_\_ College \_\_\_
7. Did you study English in your native country? Yes \_\_\_ No \_\_\_ How many years? \_\_\_\_\_
8. What ESL classes have you taken BEFORE at City College of SF?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What classes are you taking NOW at City College of SF?  
\_\_\_\_\_  
\_\_\_\_\_
10. What is most difficult for you in English? Reading \_\_\_ Writing \_\_\_ Speaking \_\_\_  
Listening \_\_\_ Grammar \_\_\_ Others: \_\_\_\_\_
11. What is your job now (if you have one)? \_\_\_\_\_ Where? \_\_\_\_\_
12. If you don't have a job now, what was your last job? \_\_\_\_\_
13. What kind of job would you like in the future? \_\_\_\_\_
14. Do you know how to use a computer? Yes \_\_\_ No \_\_\_ MAC \_\_\_ PC \_\_\_
15. Do you know how to use the Internet? Yes \_\_\_ No \_\_\_
16. Why are you in this class? What do you hope to learn here?  
\_\_\_\_\_

❖ Class Rules ❖

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

*Use the back if you need more room*

Unit 2

❖ *Getting the job*

*Pennie Lau, 2007*

## ❖ Choosing the Right Kind of Work - Suggested Activities

### Activity 2.1 Bingo #1 (see handout)

Bingo #1 has to do with personality preferences in selecting a job area. T reviews yes/no question formation and answers. T explains the objective of a BINGO game with Ss. It would be nice to have a prize on hand to reward the first student to get 5 names in a row.

### Activity 2.2 Bingo #2 (see handout)

- A. Bingo #2 has to do with job skills and transferable skills. T reviews present perfect y/n question formation and answers with Ss. T explains the objective of a BINGO game with Ss. Again, it would be nice to have a prize on hand to reward the first student to get 5 names in a row.
- B. A nice extension of the game would be to have Ss come up with jobs that requires the skill mentioned in each square. For example:  
Skill: cook for more than 10 people (cook, caterer, chef)  
Skill: change a light bulb (housekeeper, apartment manager, hotel engineer, carpenter, etc.)
- C. For Ss without any actual experience in the job that they may be applying for, they will have to think and talk about "transferable skills", skills they have that are very similar or have performed in a smaller scale, in a more informal setting.



