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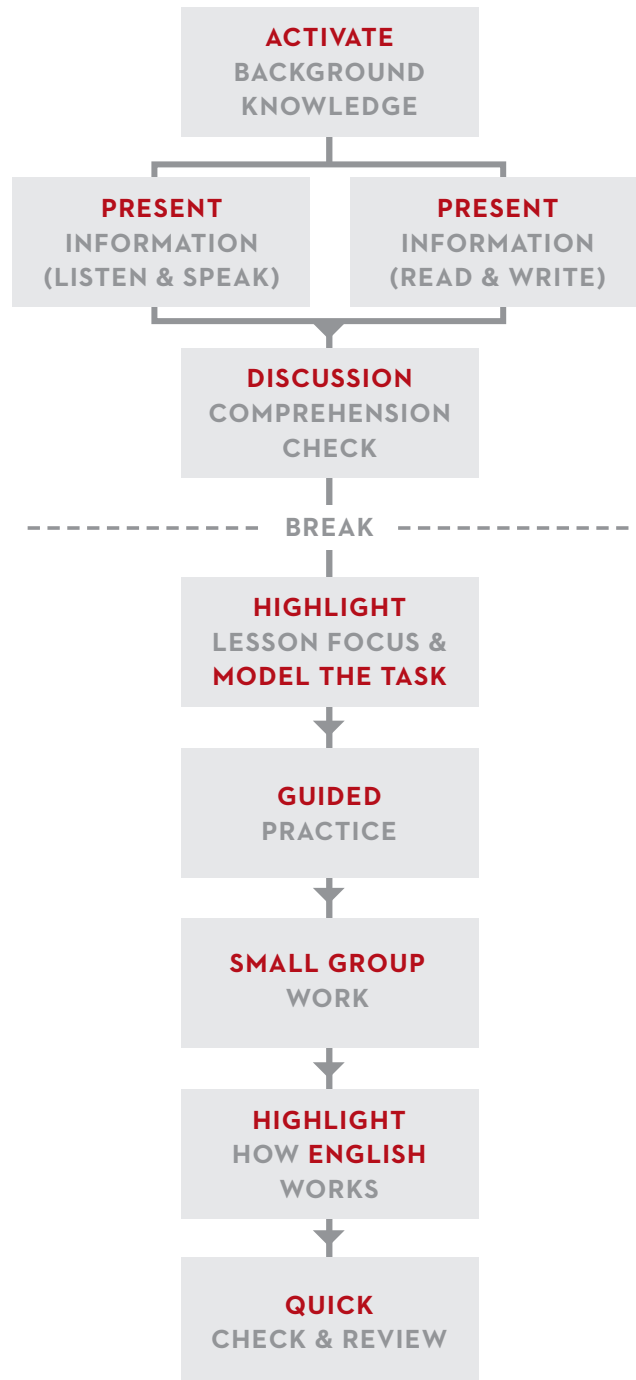
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LESSON FLOW

Lesson Flow adapted from ESL by Design by Literacywork International





AN INTRODUCTION TO THE CURRICULUM

Welcome to the English Forward Curriculum for **intermediate ESL classrooms**. This curriculum was designed to provide the content and activities for **50-80 hours of instruction** in an ESL classroom, in addition to the 60-100 hours of instruction that you can find in the curriculum for beginning ESL classrooms.

This curriculum is based on the same guiding principles and lesson flow as the beginning ESL classroom curriculum. The activities in the lessons are meant to focus on **communication**, and you will see more blending and integration of the four language domains of **listening, speaking, reading, and writing** throughout the curriculum.

This introduction reviews the Guiding Principles, the Lesson Flow, and the rest of the content found in the introduction of the beginning ESL classroom curriculum. There are revisions where necessary to reflect the lessons found in the **intermediate ESL classroom** curriculum.

THE INTERMEDIATE LEARNER

Intermediate ESL learners can understand simple learned phrases and limited new phrases, especially when spoken slowly and with repetition. They can communicate for basic survival needs with some help, participate in conversation in routine social conversations, and can use new phrases with hesitation.

GUIDING PRINCIPLES

a. Focus on Communication

English Forward is a communicative approach to ESL. Students at the intermediate level have a foundational knowledge of English that they can build onto as they learn. The English Forward Intermediate curriculum builds on that foundation by providing students with lessons that are still focused on communication, but incorporate reading and writing much more than what can be found in the beginning ESL curriculum. *The focus of the intermediate curriculum is to provide the language and practice required for students to succeed in a variety of situations found in everyday life.*

Each lesson highlights a language pattern or bit of grammar in the “How English Works” Step; however, research shows that the best way to learn a language is to **use** it. Grammar has a place in learning language; *however the ultimate goal is communication, not perfect grammar.* A notable addition to what you’ll find in “How English Works” this time around is the occasional activity focusing on cultural competency, or how bits of language are actually used within US culture.

Teachers are encouraged to create lessons that complement the lessons found in the intermediate curriculum and focus on reading and writing. What’s important is meeting



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your students' needs whether those are speaking, listening, reading, or writing.

b. Flexibility & Reviewing

This Curriculum can complement existing texts or stand alone as the sole instructional resource used by teachers.

Lessons can be taught in any order. For this reason reviewing the previous lesson is not included in the lesson steps. **Every class should allow time to review skills learned in the previous lessons.**

c. Timing

Lessons can take anywhere from 1-2 hours depending on the topic, your students' prior knowledge, and their goals, needs, and interests. Remember, it's about being flexible each and every class.

d. Modeling

Implicit in the lessons is that you are modeling each activity 2, 3, 4, or 10 times...as many times as it takes for your students to feel comfortable doing something on their own. How many times you model will vary from class to class, lesson to lesson, and activity to activity. As the teacher, you are the sole judge as to when your students are ready to try an activity on their own.

e. Peer-to-Peer Interaction & Student Talk Time

Effective English language instruction depends on students getting as much peer-to-peer interaction as possible. The teacher should not be a lecturer but rather a facilitator of student interactions. In every Step, ask yourself, "How can I remove myself from this activity to increase student talk time?"

Strive for 70% student talk time meaning that students are actively speaking and listening for 40-45 minutes of a one hour class. This includes eliciting responses from students and facilitating all types of oral communication activities.

f. Supplemental Materials

Effective and engaging classrooms are about making the English language as real and relevant to the students as possible. Often, *what is "real" and "relevant" varies from student to student, class to class, and city to city.* For this reason, the majority of the materials for each lesson are not provided and should be created by the teacher and/or students.



AN INTRODUCTION TO THE CURRICULUM

A REVIEW OF THE LESSON FLOW

1. **Activate Background Knowledge:** Engage students on the lesson theme and quickly activate what they might already know about the topic, vocabulary, or language point being introduced. Consider using realia, photographs, CDs, and other authentic materials as prompts.

Sample Strategies: Brainstorming, Predicting, T-P-S, Mind Mapping, Using Pictures, Graphic Organizers, Surveys and Interviews

*Tip: **With any curriculum, don't just teach by the book.** What do you know about the students in your class? Think about how to tie in the students' lives to every lesson.*

2. **Mini-Presentation with Prompt:** Focus on the lesson objective, or “take away,” and give a presentation so that students hear and understand the language they’ll be asked to produce later on. The presentation could be a short narrative, a song or video, a news story, etc. Bring the presentation to life with visuals, props, puppets, or acting.

Sample Strategies: Authentic Materials, Chalk Talk, Teaching with PowerPoint, Using Pictures

*Tip: **Choose appropriate props and authentic materials.** When gathering materials for your lesson, think about where and when the students would use the materials.*

3. **Discussion & Comprehension Check:** How well did the students understand your presentation? Review comprehension in whole or small groups, focusing on the key vocabulary and language students will need to produce during the rest of class.

Sample Strategies: True/False Quiz, Signal Cards, Match Up Cards, Picture Stories, Question Asking and Answering, TPR, Line Up, Line Dialogue

*Tip: **Elicit information.** Students who are spoon fed become passive. Ask questions instead of giving information and answers. Draw pictures to elicit unfamiliar words and information. Let students help each other to come up with the answer.*

4. **Highlight Lesson Focus & Model the Task:** Introduce the day’s objective, and then model, model, model. Focus on showing students how to complete **one** clearly defined task at a time that focuses on **one** chunk of language at a time.

Sample Strategies: Think Aloud, Graphic Organizers, Surveys and Interviews

*Tip: **Show, don't tell!** Beginning learners need to be clear on what they are supposed to do; solely verbal instructions, such as “talk with each other about the weekend,” are not effective.*



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5. **Guided Practice:** Model pair work by asking a student to do the task with you or have two students show the desired interaction in front of the class. Reduce complex activities into manageable steps and guide students through each step.

Sample Strategies: Role Play, Graphic Organizers, Surveys and Interviews, Question Asking and Answering

*Tip: **Choose your models wisely.** When asking students to model in front of the classroom, be sure to select students who you think will be comfortable modeling and who you think will be successful at the task. Pay attention in Step 3 (the Discussion and Comprehension Check) to get a good feel for which students have a strong grasp of the material. You can also ask for volunteers. Students generally won't volunteer to model a task if they don't feel confident they'll be successful.*

6. **Pair/Small Group Work:** This is the meat of the lesson and where you should spend the most time to maximize student talk time. Ask yourself, "How can I set things up so students are talking and exchanging information? How can I make the task meaningful so students are not just doing busy work?" Unless students need help, let them work; interfere as little as possible.

Sample Strategies: T-P-S, Problem Solving, Role Play, Games, Conversation Cards, Match Up Cards, Scenario Cards, Word Sorts, Picture Stories, Cloze, Sentence Strips, Graphic Organizers, Surveys and Interviews

*Tip: **Don't correct every mistake.** Errors are a natural and important part of language learning. If students make mistakes, respond authentically and restate what they said in the correct form. Be implicit not explicit.*

7. **Highlight How English Works:** Highlight **one** structure or language pattern that was central to the task just completed. A pattern can be related to grammar, pronunciation, spelling, cadence/rhythm, or language functions. It can also have a cultural focus, highlighting cultural norms or how language is used in the U.S. versus in other countries. *Whatever you choose, this Step should not introduce any new language to the students; it should reinforce what they've already learned or what you've heard them say in class.*

Sample Strategies: TPR, Word Sorts, Sentence Strips, Graphic Organizers

*Tip: **One at a time.** To help students get a concept, it is very important that only one pattern be explained at a time and that the pattern is transparent.*

8. **Quick Check & Review:** Conduct a quick assessment to see if the class as a whole got the point of the lesson. Ask yourself, "What is the take away? Did the students learn what I wanted them to?" The activity should have a way for each student to participate



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and demonstrate what he/she has learned.

Sample Strategies: Games, Exit Check, True/False Quiz, Signal Cards, TPR, Question Asking and Answering, Dictation, Line Up, Line Dialogue, Sentence Strips

*Tip: **Assess and reflect.** Every lesson. Every time. Continually check in with yourself and your students to see how everyone is doing. Use the Can Do Lists at the end of each unit to see what needs to be reviewed or to fill in any gaps in the students' comprehension. Use the Lesson Self-Reflection after each lesson to reflect on how it went. What would you change?*

ICONS & SYMBOLS



Indicates an **extension activity** is included at the end of the lesson



Indicates a **supplemental material** is available at <http://www.literacyforward.org>



Indicates an **internet connection** is needed



STRATEGY CHART UNITS ONE - FOUR

Strategy Name	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4
Authentic Materials	•		•	•		•	•	•	•	•	•	•	•	•	•		•	•
Ball Toss												•		•				
Brainstorming			•	•		•	•			•	•		•		•			•
Chalk Talk	•	•		•	•	•			•	•			•			•		•
Charade Relay																		
Cloze Activity															•			
Conversation Cards		•		•	•			•										
Conversation Chain																		
Dictation																		
Exit Check			•		•				•	•	•		•			•		
Field Trip							•											•
Flash Cards																		
Fly Swatter																		
Go Fish																		
Graphic Organizers		•		•		•		•	•	•		•	•	•				
Language Experience Approach																		
Line Dialogue	•							•										
Line Up																		•
Match Up Cards															•			•
Memory		•																
Mind Mapping								•				•		•		•		
Picture Stories																		
Predicting																		
Problem Solving			•				•					•		•	•			
Question Asking and Answering		•		•	•	•			•	•	•				•	•		
Relay Race						•												
Role Play	•						•	•		•	•		•	•	•	•		•
Round Robin																		
Scavenger Hunt																		
Scenario Cards	•											•	•	•				
Sentence Strips								•										
Signal Cards		•	•						•	•	•	•	•	•		•	•	
Simon Says																		
Surveys and Interviews										•								
Teaching with PowerPoint														•				
Think Aloud			•		•		•	•		•	•	•			•	•		•
Think-Pair-Share					•			•		•						•		•
Total Physical Response							•										•	
True/False Quiz		•							•	•	•	•	•	•		•	•	
Using Music																		
Using Pictures			•	•		•				•				•	•		•	
Using Videos		•					•			•						•		
Word Sorts									•						•			



STRATEGY CHART UNITS FOUR - SIX

Strategy Name	4.5	4.6	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	Becoming a US Citizen
Authentic Materials	•	•	•		•		•	•	•	•	•
Ball Toss					•			•			
Barnga						•					
Brainstorming	•	•	•		•	•		•	•		•
Chalk Talk			•								•
Charade Relay											
Cloze Activity											
Conversation Cards											
Conversation Chain											
Dictation											
Exit Check	•	•					•		•		
Field Trip											
Flash Cards											
Fly Swatter											
Go Fish											
Graphic Organizers	•			•	•		•	•	•	•	•
Language Experience Approach						•					
Line Dialogue	•				•		•				
Line Up											
Match Up Cards											•
Memory											
Mind Mapping					•						
Picture Stories									•		
Predicting				•		•					
Problem Solving	•					•	•		•	•	
Question Asking and Answering	•	•	•								•
Role Play	•	•		•	•		•	•		•	
Round Robin											
Scavenger Hunt	•										
Scenario Cards	•		•			•	•	•	•		
Sentence Strips	•										
Signal Cards				•				•		•	•
Simon Says											
Surveys and Interviews											
Teaching with PowerPoint									•		
Think Aloud	•	•	•		•	•	•	•	•	•	•
Think-Pair-Share				•	•				•	•	
Total Physical Response											
True/False Quiz				•				•		•	
Using Music											
Using Pictures				•	•		•		•	•	
Using Videos				•			•				•
Word Sorts	•					•	•			•	•



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
1.1 Money	Students will be able to use English to fix a purchase error during a trip to the store	- Sales tax on goods	- Common expressions used when making returns; making requests; - Excuse me?; I think ____; Could ____?
1.2 Looking for Housing	Students will be able to ask and answer common housing questions when looking to rent a home	- Leasing a home	- Common housing questions and answers
1.3 Symptoms and Medications	Students will be able to read medicine labels and determine how to take medication	- Common vocabulary found in directions for taking medication	- Words related to illnesses, taking medication, and medicine labels and packaging
1.4 Job Goals and Requirements	Students will be able to talk about their job interests and what is required to get/perform each job	- Two-year vs. four-year schools	- Words related to jobs, job skills, and job requirements
1.5 Looking for a Job	Students will be able to answer basic job interview questions	- What employers cannot ask	- Words related to jobs, common interview questions and answers



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
2.1 Introducing Others	Students will be able to introduce their friends and family to others	<ul style="list-style-type: none"> - Etiquette around introducing others 	<ul style="list-style-type: none"> - Greeting and introduction phrases - "Let me introduce you to..." "I'd like you to meet..." "I know (him/her/they) from ____" "We used to ____"
2.2 Giving and Receiving Directions	Students will be able to give and receive directions	<ul style="list-style-type: none"> - Communicating with someone when you don't know the correct answer 	<ul style="list-style-type: none"> - Go straight, go down the street, turn right, turn left, blocks, intersection, corner, across from, beside, north, south, east, and west.
2.3 Offers and Invitations	Students will be able to make, accept, or refuse offers and invitations	<ul style="list-style-type: none"> - Using "would you like" to be formal/polite 	<ul style="list-style-type: none"> - Phrases for giving and responding to invitations, such as "You're invited to ____," "I'd like to invite you to ____," Please come to ____." - Phrases about offers such as Would you like ____, I would like to ____ (give, bring, help, etc).
2.4 Returning Items to a Store	Students will be able to request to return an item and explain why it is being returned	<ul style="list-style-type: none"> - Common return and exchange policies 	<ul style="list-style-type: none"> - Refund; exchange; gift card; store credit; cash back; receipt



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
3.1 Credit Cards	Students will understand the basics of how to apply for and use credit cards	<ul style="list-style-type: none"> - Understanding qualifications, interest rates and fees associated with credit cards 	<ul style="list-style-type: none"> - Names for different forms of payment - Vocabulary related to credit cards and credit card applications
3.2 Reading a Utility Bill	Students will be able to read and understand utility bills	<ul style="list-style-type: none"> - Terms on bills with similar meanings 	<ul style="list-style-type: none"> - Common vocabulary found in utility bills such as: total amount due, current usage, date, bill date, water, sewer, landfill fee, electricity, service period, etc.
3.3 Making a Budget	Students will be able to talk about and create a budget for a household	<ul style="list-style-type: none"> - Fixed categories vs. variable categories 	<ul style="list-style-type: none"> - Budget, categories, emergency savings, food, groceries, housing, rent, mortgage, utilities, water, electricity, internet, miscellaneous, income, expenses, insurance, fixed, variable
3.4 Understanding Rental Agreements	Students will be able to understand and interpret common rental agreements	<ul style="list-style-type: none"> - Tenant's rights 	<ul style="list-style-type: none"> - Lease, security deposit, utilities, tenant/ landlord responsibilities - Other words related to lease agreements
3.5 Insurance	Students will be able to understand common types of insurance in the United States and how they work	<ul style="list-style-type: none"> - Learning to be cautious with insurance salespeople and turn down offers 	<ul style="list-style-type: none"> - Insurance, monthly premium, co-pay, deductible - Other insurance related vocabulary



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
4.1 Preventive Care	Students will be able to understand and discuss healthy and unhealthy behaviors to prevent chronic disease	<ul style="list-style-type: none"> - Using gerunds as a subject 	<ul style="list-style-type: none"> - Healthy and unhealthy behaviors - Lifestyle, chronic disease, control, habit, barrier, benefit
4.2 Going to the Doctor	Students will be able to prepare questions before they go to the doctor	<ul style="list-style-type: none"> - Follow up questions including why, how, what does it mean? 	<ul style="list-style-type: none"> - Questions to ask your doctor - Vocabulary and expressions related to common medical issues
4.3 Filling Out Medical Forms	Students will become familiar with a common medical intake form	<ul style="list-style-type: none"> - Vocabulary on medical intake forms 	<ul style="list-style-type: none"> - Common vocabulary found on medical intake forms
4.4 Pharmacies and Prescriptions	Students will understand how to drop off and pick up prescriptions and speak to the pharmacist	<ul style="list-style-type: none"> - "Re" means "to do again" 	<ul style="list-style-type: none"> - To fill (a prescription), to pick up, automatic refill, refill, pharmacist, pharmacy - Other prescription related vocabulary
4.5 Reading Medicine Labels	Students will be able to identify important information on a medicine label in order to use it correctly	<ul style="list-style-type: none"> - Using 'should' to give advice 	<ul style="list-style-type: none"> - Directions, uses, warnings, should/ shouldn't, as needed, daily, once/twice a day, side effects (and examples of side effects) - Other common medicine label vocabulary
4.6 Making a Doctor's Appointment	Students will be able to answers several common questions when making a doctor's appointment	<ul style="list-style-type: none"> - Using incomplete sentences appropriately 	<ul style="list-style-type: none"> - Personal and other information related to making a doctor's appointment



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
5.1 Job Advertisements	Students will be able to read and understand job advertisements	<ul style="list-style-type: none"> - Education vs. job experience 	<ul style="list-style-type: none"> - Part time, full time, benefits, experience necessary, abbreviations found in job ads, - Other job related words
5.2 Active Listening at Work	Students will learn to identify good and poor listening skills and practice active listening	<ul style="list-style-type: none"> - Nonverbal cues: eye contact and nodding 	<ul style="list-style-type: none"> - Active listening, paying attention, show that you're listening
5.3 Soft Skills	Students will be able to talk about and reflect on their own soft skills	<ul style="list-style-type: none"> - Sharing specific examples of how learners use their soft skills on the job 	<ul style="list-style-type: none"> - Common soft skills (see list of top soft skills) - Common interview questions: "What are your best strengths and skills?" Or, "Tell me about your strengths and skills."
5.4 American Workplace Culture	Students will be able to acknowledge and discuss cultural differences in the workplace	<ul style="list-style-type: none"> - Understanding cultural differences 	<ul style="list-style-type: none"> - Direct communication, time-orientation, "time is money" "get to the point"
5.5 Identifying Unsafe Working Conditions	Students will learn how to identify and report unsafe working conditions	<ul style="list-style-type: none"> - Rights of employees under OSHA laws 	<ul style="list-style-type: none"> - Report, OSHA, maintenance, management, security - Other work related words



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
6.1 Enrolling Children in School	Students will be able to understand and talk about the requirements for enrolling children in public school	- School enrollment and immigration status	<ul style="list-style-type: none"> - Words related to the documents needed for enrolling a child in public school - Phrases needed for enrollment conversation, required, optional, registrar
6.2 Furthering Your Education	Students will be able to identify different educational paths and how they relate to careers	- Conditional statement, "If I...then I will be able to..."	<ul style="list-style-type: none"> - Trade/vocational schools, ESL classes, community college, university, liberal arts college, GED Classes, online classes, goals, career
6.3 Enrolling in School	Students will understand the process of enrolling in vocational school or community college	- Vocational school vs. community college	<ul style="list-style-type: none"> - Residency, transcript, entrance exam, meningitis immunization, names of different types of schools



BECOMING A US CITIZEN

OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
Becoming a US Citizen	Students will be able to understand the process of becoming an American citizen	<ul style="list-style-type: none">- The citizenship interview- Formal language	<ul style="list-style-type: none">- Eligibility, USCIS, N-400 application, naturalization- Other vocabulary and expressions related to citizenship



REALIA LIST

A NOTE ON USING AUTHENTIC MATERIALS IN THE CLASSROOM:

If you are new to the field of teaching, you might be expecting to use a textbook - but beware. Textbooks can easily become stale after students repeat dialogue after dialogue or fill in endless worksheets. Using authentic materials, or realia, in the classroom is a great way to make a lesson come alive. Teaching with authentic material is also a strategy used throughout the English Forward Curriculum. We've compiled a list here of what materials are asked for in each lesson.

It is a good idea to use objects or texts that students might already be familiar with or encounter in their everyday lives. And it's a way to connect what they are learning to their lives outside the classroom. Use items like catalogues or grocery store flyers, canned food, maps or brochures of local places, play money or compelling photographs. Engage students by asking them questions about the materials and have them interact with other students using the realia. The curriculum will outline steps for using these materials as well. You can use this list as a way to prepare what you'll need to effectively teach a lesson involving realia.

UNIT 1: SURVIVAL SKILLS

Lesson 1: Bring in one or two items that you **can use in the story about returning the item.**

Lesson 2: There are no authentic materials required for this lesson.

Lesson 3: Bring in a variety of **different medicine bottles and packages** for different illnesses, such as aspirin for headaches, cough syrup for a cough, etc.

Lesson 4: Bring in **several job postings** to use in the extension activity when students need to identify the requirements for different jobs.

Lesson 5: There are no authentic materials required for this lesson.

UNIT 2: EVERYDAY LIVING

Lesson 1: Bring in **pictures of family and friends** to discuss how to introduce someone you know and what information you include. For the extension activity, have students bring in realia, like cds, pictures, magazines, etc., that show a famous person from their culture. Students will introduce that person to the class.

Lesson 2: In this lesson, you'll use **printouts of your community or your neighborhood from Google Maps** to have students give and receive directions to places in their own community.



REALIA LIST

Lesson 3: In this lesson you start off by sharing **several different kinds of invitations** with students. These could be formal invitations, like invitations to a wedding, or something less formal, like a text message or an email that you've printed out.

Lesson 4: This lesson requires you to bring in **several small, common items** that students will practice returning to the store, such as **clothing or small electronics**.

UNIT 3: FINANCES AND COMMON AGREEMENTS

Lesson 1: This lesson asks you to create a “store” **filled with office supplies, textbooks,** or whatever else you have in your class for students to practice buying. Any item could be used for this purpose in the lesson. The extension activities also require you to bring in **example credit card applications and credit card statements** for students to look at and use in class.

Lesson 2: Bring in several **sample utility bills** from utility providers in your community.

Lesson 3: The extension activity for this lesson asks you to bring in **coupons, advertisements, and other realia that displays discounts for goods or services,** meant to facilitate a class discussion on how to save money. Students should bring in realia as well.

Lesson 4: This lesson requires you to bring in **several example leases for students to use** and reference throughout the lesson. A template is provided for you that you can modify to reflect your community.

Lesson 5: **Insurance flyers or brochures** can be used in this lesson to represent the major types of insurance found in the US: **car insurance, health insurance, life insurance, renter's insurance, and homeowner's insurance.**

UNIT 4: HEALTHY LIVING

Lesson 1: Find **pictures of healthy and unhealthy situations in different magazines** and cut them out to bring them into class.

Lesson 2: There are no authentic materials required for this lesson.

Lesson 3: This lesson finds you using a **basic medical intake form** throughout the lesson. Students will also practice completing the form based on cards that you provide. There is also an **extended medical intake form** used in the extension activity. **These are both provided for you as Supplemental Materials.**

Lesson 4: There are no authentic materials required for this lesson.

Lesson 5: Bring in a variety of **different medicine bottles and packages** for different illnesses.



REALIA LIST

Lesson 6: This lesson requires you to use a **calendar** to discuss dates when making an appointment with a doctor.

UNIT 5: ENGLISH FOR WORK

Lesson 1: This lesson requires you to use **job postings that you find in newspapers, online, or elsewhere** to use as part of a Chalk Talk. **Several other job advertisements/listings** should be compiled and prepared for students to use throughout the rest of the lesson.

Lesson 2: There are no authentic materials required for this lesson.

Lesson 3: In the extension activity, this lesson asks students to bring in **newspapers or other resources with job ads** and discuss how their soft skills relate to the jobs they identify.

Lesson 4: There are no authentic materials required for this lesson.

Lesson 5: This lesson uses an **OSHA poster** in Step 7 to discuss workers' rights. A link is provided in the lesson. The extension activity also has you bring in **work-related props** for students to use in role plays about unsafe working conditions.

UNIT 6: EDUCATION

Lesson 1: This lesson has you bring in **examples of the documents that parents need to provide when they enroll their children in school, like a birth certificate, social security card, immunization records, and report cards.** Links to several good examples are provided in the lesson.

Lesson 2: Bring in **flyers for local HSE classes, trade and vocational schools, community colleges, and four-year universities.**

Lesson 3: Bring in **examples of the documents that technical schools, community colleges, etc. request when someone enrolls in school.** These would be: **applications, transcripts, entrance exam scores, residency forms, proof of meningitis immunization, and acceptance letters.**

BECOMING A US CITIZEN

Lesson: For this lesson, bring in materials that help someone to prepare for the citizenship interview, such as the **N-400 application, the eligibility questionnaire, and study materials from USCIS.** Also, bring in realia to represent the United States and the citizenship process, like **the American flag.** Links to some of these materials are provided in the lesson.



MATERIALS LIST

UNIT 1	
Lesson 1	<ul style="list-style-type: none"> - Realia to use as a returned item - Red/green/yellow Signal Cards - Scenario Cards: Purchases
Lesson 2	<ul style="list-style-type: none"> - Computer with speakers - Projector - Internet connection - "Renting a home" video - Red/green/yellow Signal Cards - Conversation Cards: Looking for Housing (Tenant and Landlord)
Lesson 3	<ul style="list-style-type: none"> - Complaint Cards - A variety of medicine bottles/packages - Red/green/yellow Signal Cards
Lesson 4	<ul style="list-style-type: none"> - Picture Cards: Occupations - Conversation Cards: Job Goals
Lesson 5	<ul style="list-style-type: none"> - Interview Question Cards

UNIT 2	
Lesson 1	<ul style="list-style-type: none"> - Photos of family and friends - <i>Realia that students bring to class</i>
Lesson 2	<ul style="list-style-type: none"> - Small white boards - Computer - Projector - Speakers - Directions video - Google Map of local area - Written directions to local places - <i>Printed directions for extension activity</i>

UNIT 2	
Lesson 3	<ul style="list-style-type: none"> - Sample invitations - Text Message Conversation Cards - Tape - Text message sentence strips - Invitation Conversation Cards - Scratch paper - <i>Food, plates, utensils, etc.</i>
Lesson 4	<ul style="list-style-type: none"> - Articles of clothing or other small common items that can be returned - Clock - Credit Card - Play money - Receipts - Red/green/yellow Signal Cards

UNIT 3	
Lesson 1	<ul style="list-style-type: none"> - Ways to Pay Picture Cards - Computer - Projector - Speakers - Internet Connection - Credit Cards vs. Debit Cards Video - Red/green/yellow Signal Cards - Office supplies, textbooks, and/or other items for the "store" - Banking Forward credit card application - Credit card prop - Index cards - <i>Credit card application</i> - <i>Sample credit card statement</i>
Lesson 2	<ul style="list-style-type: none"> - Overhead projector - Sample utility bills - Red/green/yellow Signal Cards - Practice checks - <i>Toy phones</i>



MATERIALS LIST

UNIT 3	
Lesson 3	<ul style="list-style-type: none"> - Red/green/yellow Signal Cards - Budget Scenario Cards - Blank budget worksheets - <i>Notes, coupons, etc., that students bring to share</i>
Lesson 4	<ul style="list-style-type: none"> - Example leases - Red/green/yellow Signal Cards - Tenant Scenario Cards - <i>Leasing/housing resources from guest speaker</i>
Lesson 5	<ul style="list-style-type: none"> - Insurance Scenario Cards - PPT Presentation: Insurance - Insurance flyers/brochures - Red/green/yellow Signal Cards - Ball - <i>Computers</i> - <i>Overhead projector</i> - <i>Computer lab</i> - <i>Internet connection</i>

UNIT 4	
Lesson 1	<ul style="list-style-type: none"> - Pictures of healthy and unhealthy situations from different magazines - Tape - Chronic Disease Cards - Healthy Behavior Match Up Cards - Blank index cards or sticky notes - Paper - <i>Calorie and activity tracking app on a smartphone</i> - <i>Handouts from guest speaker</i>
Lesson 2	<ul style="list-style-type: none"> - Sticky notes - Computer - Projector - Speakers - Internet Connection - "Ask Me 3" patient education video

Lesson 2 cont.	<ul style="list-style-type: none"> - Red/green/yellow Signal Cards - Complaint, Diagnosis, and Treatment Cards - AMA Health Literacy Video - <i>Computer lab</i>
Lesson 3	<ul style="list-style-type: none"> - Basic medical intake form - Patient Information Cards - Red/green/yellow Signal Cards - Computer - Projector - <i>Extended medical intake form</i>
Lesson 4	<ul style="list-style-type: none"> - Example prescriptions - Prescription bottles - Tape - Pharmacy Dialogue Cards
Lesson 5	<ul style="list-style-type: none"> - A variety of medicine bottles and packages - Directions, Uses, and Warnings Sentence Strips - Illness Scenario Cards - Scavenger Hunt Worksheet
Lesson 6	<ul style="list-style-type: none"> - Calendar - Insurance Card - Symptom & Illness Cards - Injury Cards

UNIT 5	
Lesson 1	<ul style="list-style-type: none"> - Computer - Projector - Internet connection - Job advertisements - Job advertisements handout - Small whiteboards - Markers - <i>Computer lab</i> - <i>Handout of local job search sites</i>



MATERIALS LIST

UNIT 5	
Lesson 2	<ul style="list-style-type: none"> - Picture Cards - Red/green/yellow Signal Cards - Active Listening Dialogues - <i>Computer</i> - <i>Projector</i> - <i>Internet connection</i> - <i>Speakers</i> - <i>Clips of TV shows</i>
Lesson 3	<ul style="list-style-type: none"> - Job Picture Cards - List of top soft skills - Ball - <i>Job ads in newspapers or print outs from job websites</i>
Lesson 4	<ul style="list-style-type: none"> - Chart paper - Work Culture Scenario Cards - <i>Playing cards</i> - <i>Paper</i> - <i>Pencils</i> - <i>Rule sheets</i>
Lesson 5	<ul style="list-style-type: none"> - Computer - Projector - Unsafe Working Conditions Video - Pictures of unsafe working conditions - Graphic Organizer Handout - Unsafe Working Conditions Scenario Cards - Repairs request form - OSHA poster - Small white boards or paper - Index Cards - <i>Bags with props for role play</i>

UNIT 6	
Lesson 1	<ul style="list-style-type: none"> - Example birth certificate - Example proof of address - Example social security card - Example record of immunization - Example report card - Example photo ID of parent/guardian - Red/green/yellow Signal Cards - Child Bio Scenario Cards - Example dialogues - Example school enrollment form - Ball
Lesson 2	<ul style="list-style-type: none"> - Chart paper - PPT presentation - School picture cards - <i>Computer lab</i> - <i>Computer</i> - <i>Projector</i> - <i>Internet connection</i> - <i>School flyers</i>
Lesson 3	<ul style="list-style-type: none"> - School cards - Student cards - Example application - Example transcripts - Example entrance exam scores - Example residency form - Example proof of meningitis immunization - Example acceptance letter - Enrollment cards - Tape - Red/green/yellow Signal Cards



MATERIALS LIST

BECOMING A US CITIZEN

Lesson 1

- N-400 Applications
- Eligibility questionnaire
- Materials from USCIS Study Guides
- American flag
- Chart paper
- Computer
- Projector
- Speakers
- Internet connection
- USCIS naturalization video
- 10 Steps to Naturalization Brochure
- 10 Steps to Citizenship Match Up Cards
- *Red/green/yellow Signal Cards*
- *100 Civics questions*
- *Civics questions flashcards*