



Checkpoint A  
Resource Guide



THE UNIVERSITY OF THE STATE OF NEW YORK





November 2001

Dear Colleague:

Languages Other Than English: Checkpoint A Resource Guide has been developed at the request of teachers throughout New York State. These teachers expressed the need for additional guidance in understanding the changes that have been made to the New York Second Language Proficiency Examination and in developing curricula that will engage students and prepare them to meet the higher standards expected of all students.

This document incorporates the foundations for second language acquisition as presented in earlier State Education Department publications such as the syllabus, Modern Languages for Communication, and Preliminary Draft Framework for Languages Other Than English and Learning Standards for Languages Other Than English. The content for this guide is, however, specific to Checkpoint A. The intent of this guide is to provide beginning-level language teachers with ideas for instructional activities that may be spiraled over a three-year sequence, to acquaint them with changes in assessment and how to use assessment tools such as rubrics and checklists for more equitable scoring, and to suggest effective teaching strategies.

A group of experienced language teachers worked with State Education Department Staff in preparing this resource guide. In addition to their own research and expertise, they received material, advice, and comments from many other practitioners. The funding for the development, printing, and distribution of this document comes from a Goals 2000 grant administered by the Hamilton-Fulton-Montgomery BOCES.

A response to these materials is welcome. Please direct your comments to:

Al Martino, Foreign Language Associate  
New York State Education Department  
Office of Curriculum and Instruction  
Room 671 EBA  
Albany, New York 12234

Sincerely,

Roseanne DeFabio



# Foreword

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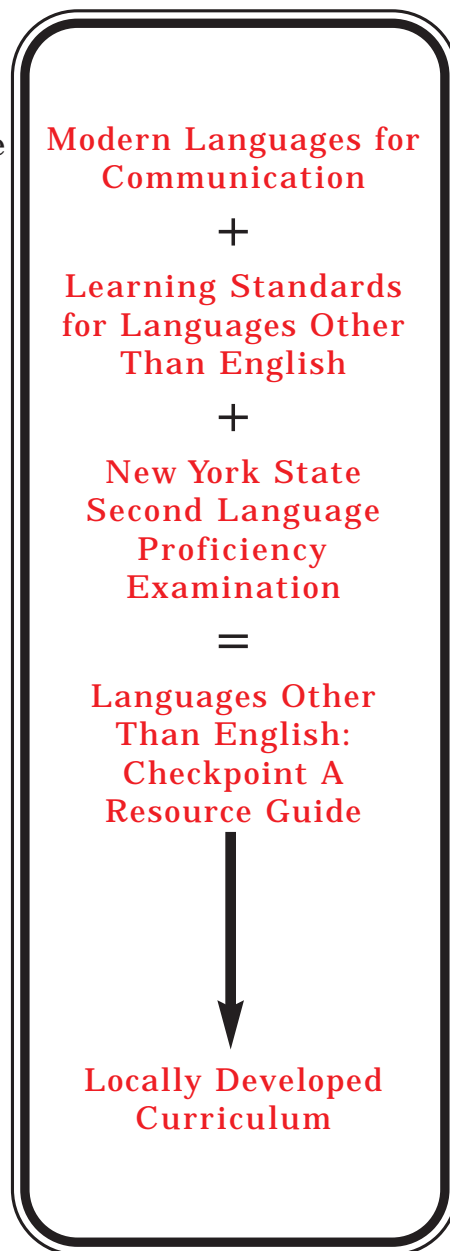
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New York State is engaged in a serious effort to raise standards for students. The Department's strategy for raising standards includes three elements:

1. Setting clear, high expectations/standards for all students and developing an effective means of assessing student progress in meeting the standards;
2. Building the local capacity of schools/districts to enable all students to meet standards; and
3. Making public the results of the assessment of student progress through school reports.

This document, *Languages Other Than English: Checkpoint A Resource Guide*, provides teachers at this level of language instruction with the resources needed to prepare all students for higher expectations. It presents connections among three other resources in languages other than English: *Modern Languages for Communication: New York State Syllabus*; *Learning Standards for Languages Other Than English*; and *New York State Second Language Proficiency Examinations*. Familiarity with each of these documents is critical in understanding Checkpoint A. Teachers are encouraged to visit the Department's website, [www.emsc.nysed.gov/ciai/lotte.html](http://www.emsc.nysed.gov/ciai/lotte.html) for other related documents.

Teachers, administrators, staff developers, and teacher trainers who use this document will have a better understanding of how the Checkpoint A classroom should function, what it should look like, and the kinds of communicative learning activities that help students achieve success at the higher levels required by the new learning standards. Providing guidelines for locally developed curricula, this document articulates the links connecting the curricula, the standards, and the assessments. Samples of learning activities demonstrate how the core curriculum on languages other than English (LOTE) differs from that in other subject areas and how teachers may expand the same concepts, skills, and understandings across multiple years of study. Although intended primarily for teachers of modern languages, all teachers of languages other than English will find certain portions of this document useful.



# Acknowledgments

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Checkpoint A Resource Guide was developed at the urging of many teachers, all of whom requested a document that would succinctly present guidance aimed at achieving student success in the Checkpoint A classroom.

The document was created, published, and disseminated through a Goals 2000 grant awarded to the Hamilton-Fulton-Montgomery BOCES. Dr. Lorraine Hohenforst administered the grant and participates in the process.

## Committee Members

Linda Albrechta	Vestal Middle School, Vestal School District
Harriet Barnett	Retired, Dobbs Ferry School, Dobbs Ferry Union Free School District; American Council on the Teaching of Foreign Languages
Judith Mazziotti	Buffalo Montessori School, Buffalo City Schools
Mary McBride	Transit Middle School, Williamsville School District

## New York State Education Department

Roseanne DeFabio	Assistant Commissioner, Curriculum, Instruction, and Assessment
Anne Schiano	Assistant Director, Curriculum and Instruction
Al Martino	Associate in Foreign Language Education
Mary Pillsworth	Curriculum Specialist
Jan Christman	Publication Production

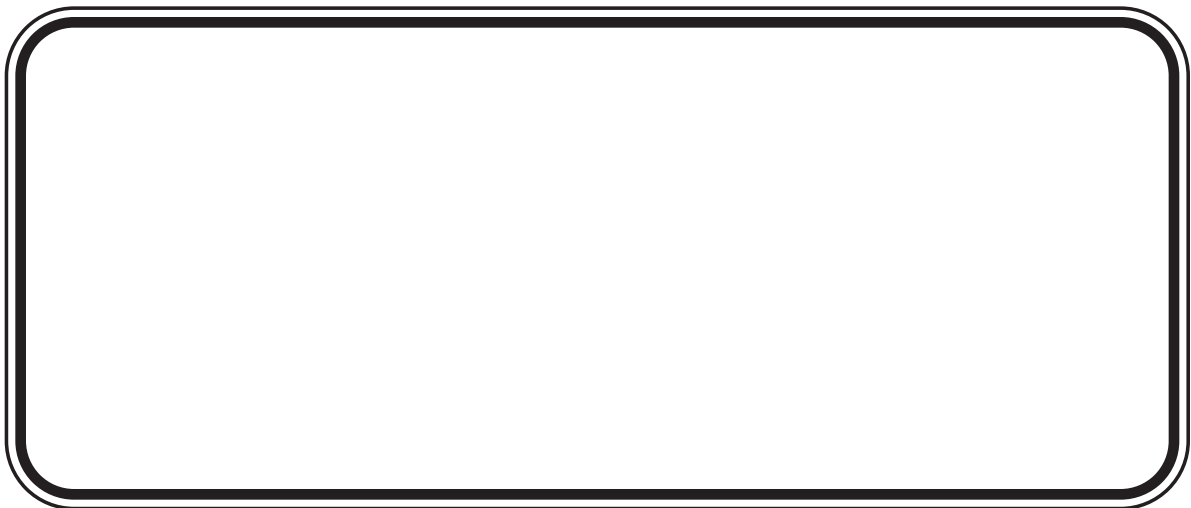
## Graphic Design

Harold Lohner Designs













# Standards and Performance Indicators

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Learning a language other than English may begin at any time. Performance indicators are therefore keyed to checkpoints, which may be measured at any point in the K-12 continuum. Checkpoint A is considered to be a way station enroute to proficiency. The performance indicators at this level suggest the degree of proficiency that students are expected to demonstrate at that specific checkpoint. They imply a “snapshot” of the student’s capabilities at this particular point while on the road to continued study and proficiency.

Standard 1: Students will be able to use a language other than English for communication.

Checkpoint A performance indicators (listening and speaking):  
Students can...

- comprehend simple language consisting of basic vocabulary and structures in face-to-face conversation with peers and familiar adults;
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words;
- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

Checkpoint A performance indicators (reading and writing):  
Students can...

- understand the main idea and some details of simple informative materials written for native speakers; and
- compose short, informal notes and messages to exchange information with members of the target culture.

Standard 2: Students will develop cross-cultural skills and understandings.

Checkpoint A performance indicator:  
Students can...

- Use some key cultural traits of the societies in which the target language is spoken.





## Suggested Distribution

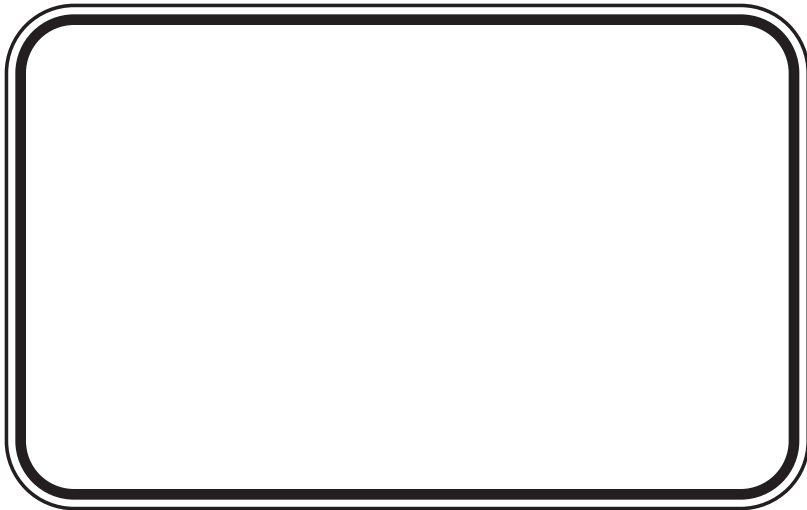
TOPIC	GRADE LEVEL		
	6	7	8
<b>PERSONAL IDENTIFICATION</b>			
Biographical Information			
age	x	x	x
nationality	x	x	x
address and telephone number	x	x	x
family	x	x	x
occupation	x	x	x
place and date of birth	x	x	x
Physical Characteristics			
height	x	x	x
weight	x	x	x
complexion			x
facial features		x	x
body shape	x	x	x
color of hair/eyes	x	x	x
disabilities			x
Psychological Characteristics			
character	x	x	x
personality	x	x	x
likes and dislikes	x	x	x
tastes and interests	x	x	x
<b>HOUSE AND HOME</b>			
Types of Lodging			
house	x	x	x
apartment	x	x	x
Rooms and Other Lodging Components			
identification	x	x	x
size/function		x	x
furnishings	x	x	x
garden/terrace/balcony	x	x	x
<b>FAMILY</b>			

TOPIC	GRADE LEVEL		
	6	7	8
<b>PHYSICAL ENVIRONMENT</b> Physical Features big city small town village suburb country geography of area Climate and Weather seasons temperature/precipitation/wind Quality of Environment			



TOPIC	GRADE LEVEL		
	6	7	8
<b>LEISURE</b>			
Available Leisure Time			
after school	x	x	x
weekends	x	x	x
holidays	x	x	x
vacations	x	x	x
Activities			
hobbies/sports/other interests	x	x	x
use of media		x	x
Special Occasions			
religious events	x	x	x
traditions and customs	x	x	x
family occasions	x	x	x
<b>PUBLIC AND PRIVATE SERVICES</b>			
Communications			
telephone	x	x	x
mail		x	x
Government Agencies			
post offices		x	x
<b>SHOPPING</b>			
Shopping Facilities			
shopping centers		x	x
specialty shops	x	x	x
neighborhood merchants	x	x	x
department stores		x	x
markets	x	x	x
Shopping Patterns			
time (opening hours...)		x	x
currency		x	x
interaction with sales staff	x	x	x
staples and everyday purchases		x	x
Shoppers' Information			
prices	x	x	x
<b>TRAVEL</b>			
Transportation			
means of transportation	x	x	x
maps		x	x
timetables and fares			x
signs and instructions			x
interaction at ticket counters		x	x
advertisements/promotional information	x	x	x
<b>CURRENT EVENTS</b>			
Political, Social, and Economic Aspects			
miscellaneous news	x	x	x
Cultural Aspects			
arts (theater/cinema/music)	x	x	x
people in the news	x	x	x
special events	x	x	x







# Overview

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**T**he spiraling effect of language acquisition begins at the student's first exposure to the target language. It continues through all checkpoint levels and beyond to lifelong learning.

The instructional activities presented in this document are limited to those appropriate to Checkpoint A. The student's proficiency at this level is measured by the New York State Second Language Proficiency Examination. General information regarding assessments can be found on page 51. A specific description of the Second Language Proficiency Examination can be found on page 54.

Two activities, Meal Taking and Health and Welfare, have been expanded to show how learning spirals across a three-year Checkpoint A sequence. All Checkpoint A activities, as well as those represented in this document, may be similarly expanded to reflect the spiraling effect that occurs in the more traditional middle school program.

All the activities in this document have the following in common:

- Checkpoint A students and classes are the targeted audience.
- Both LOTE standards are addressed.
- All activities were developed and presented by New York State teachers in Checkpoint A classrooms.
- Performance indicators that are tied to the standards are marked clearly.
- All activities represent a communicative approach.
- The instructional activities are designed for class periods 30-40 minutes long.
- Objectives for the instructional activities are stated clearly.
- The necessary support materials for these activities have been identified.
- They can be modified to fit any topic from the syllabus.



6. To show that the verb form changes from singular to plural, teacher makes a T chart (see example) on the board with one Band-Aid on the left side and two Band-Aids on the right to represent the singular/plural body parts. Teacher writes above one Band-Aid in the TL “My \_\_\_\_\_ hurts” and above the two Band-Aids “My \_\_\_\_\_s hurt.” In the TL teacher elicits from students body parts that can be singular (for example, nose, mouth, arm, leg) and writes them under left column and those that can be plural (for example, arms, legs, eyes) under the right column. (See chart on page 18.)
7. Students repeat activity #5, indicating one or two parts and using one or two Band-Aids as appropriate.
8. Teacher circulates during paired activity, offering assistance and informally assessing student’s performance. (Teacher should make notes of general errors to review at a later time.)
9. Class brainstorms briefly the possible reasons a person might need to see a doctor while traveling in the TC. Awareness of changes in food, water, climate, and safety features are topics that may be part of the discussion.

### Homework Assignment:

Teacher will say:

You have been traveling in the TC and have had an injury. Tomorrow you will tell us how you got hurt and you will bring in a completed medical form that you might have to submit to the doctor in the TC. (See example)

Teacher distributes a teacher-made medical form for students to complete at home. Students will fill out the

## Suggestions for Spiraling:

Note: This instructional activity is not representative of the entire Health and Welfare activity. It is the introductory point of the topic, and is based on the assumption that certain other material would have been taught before completing the topic.

Grade 7 students will:

- Learn approximately six new body parts.
- Review vocabulary with total physical response (TPR) activities. Examples: Teacher calls out the body part and students draw and share, or point to it on a pre-drawn figure.
- Review expressions for “Something hurts.”
- Learn limited vocabulary and expressions to express how one feels.
- Learn a few (three to five) common illnesses with remedies.
- Make floor-sized body tracings with labels.
- Create a dialogue in the doctor’s office.

Grade 8 students will:

- Review expressions for “Something hurts.”
- Name body parts and specify related activities(e.g., “I need eyes for reading”).
- Review/teach vocabulary related to health care (e.g., doctor, nurse, hospital, clinic, pharmacy, etc.). This should consist of about six items.
- Introduce three to six vocabulary words for common products used to treat illnesses (e.g., aspirin, Band-aids, etc.).
- Create a telephone conversation in which the student has to change plans with a friend due to an illness.
- Students can read articles related to good health practices such as exercise, nutritious eating, etc.
- Students can create posters that exemplify u habiody parreds fh aconvery wory u yspirin,



# SAMPLE MEDICAL FORM

(Should be culturally correct and in the TL)

Dr. John Doe  
19 Broad Avenue  
Albany, New York 13468  
Telephone (518) 455-2000

Patient's Last Name \_\_\_\_\_

First Name \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Country \_\_\_\_\_

Describe symptoms: My \_\_\_\_\_ hurts. or

My \_\_\_\_\_s hurt.



# Education



Activity:                   What Class Is It?  
(introductory lesson)

### Suggested Follow-up Activities:

1. Working in pairs, students fill out a Venn diagram in the TL based on comparing and contrasting their schedules.
2. Students look at a schedule from the TC and compare and contrast similarities and differences.
3. Class schedule may also include teacher name (with title in the TL), class period or time, and room number.
4. Students can write a note describing their daily schedule at school to a friend who attends a different school in the TC. They could include one typical activity done in each class (to show students how to take a “list” and develop it into a paragraph).

### Suggested Sources of Authentic Reading:

- student class schedules
- course descriptions
- report cards
- floor plans of schools
- school information and flyers
- advertisements about back-to-school materials



# Family Life

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**Activity:** Names of Family Members (introductory lesson)

**Suggested Grade:** 7

**Objective:**

- At the end of the lesson, students will identify at least five family members in the TL.

**Functions:** providing/obtaining information; socializing (follow-up activity)

**Related Topics:** personal identification, earning a living, community, house and home

**Prior Knowledge:** Who is, of

**Materials:** chalk, overhead transparency, paper

**Anticipatory Set:** As an introduction to family vocabulary, teacher asks students to name some of their favorite sitcom or cartoon families. Teacher lists several sitcom/cartoon family names on chalkboard or overhead transparency. Then teacher asks how many students are familiar with each of those listed and writes the number next to the name of the family.

**Instructional Phase:**

1. From the list of families in the anticipatory set, teacher chooses one that the majority are familiar with and writes the name of the family on the board or transparency with the heading in the TL (for example, "The \_\_\_\_\_ family"). Note difference of word order between English and the TL if appropriate.
2. Teacher asks students to name one of the characters in the family and tell his/her relationship. Teacher writes that member's first name on the board and the various relationships to other family members in the TL as s/he pronounce

Fromcymembers ,mal nmessageste ouraglassher asks stu vpeac.al Phase: 2. Toñmembers . F]TJTIs Bobency wifahip

<b>Performance Indicators</b>	
<b>Standards:</b>	<ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: instructional phase.</li><li>• Students will compose short, informal notes and messages to exchange information: in-class writing activity.</li></ul>
LOTE 1	
LOTE 2 (follow-up activities)	

8. Students will write three short sentences below the list on their paper, following the model on the board. (For example, Bob is the father; Carol is the sister...)
9. Teacher collects the papers and encourages students to remember what they wrote for the next day. (Teacher will read them back to the class and students will have to recognize their own paper.)

### Homework Assignment:

1. Pointing to original sitcom family on the board, teacher asks, "Who is the father [mother, etc.]" and class responds in the TL.
2. Next day, teacher will read the description of students' families from previous lesson, and they must identify their own. Note: Several students might have the same listing. All should be credited with having identified their own.

### Suggested Follow-up Activities:

1. Teacher directs students as follows: "Write a 30-word note to your TC pen pal, telling him/her about a TV sitcom you regularly watch. Then describe the characters, using family members vocabulary. You might want to include physical/personality descriptions, age, favorite activities, etc." Teacher might write on the board in the TL the following to help students begin the note: "On Tuesdays I watch \_\_\_\_\_ (sitcom family). There are \_\_\_\_\_ people in the \_\_\_\_\_ family."
2. Students will read their descriptions to a partner, and the partner must identify the family.
3. Teacher reviews use of possession from lesson on names of family members. Students working in groups try to formulate a rule for showing possession. Ideas should be shared, and with teacher guidance a formal rule should be generated.

### Suggested Sources of Authentic Reading:

- comic strips
- birth announcements
- announcements of other events such as anniversaries, special TC holidays
- greeting cards
- teen magazines
- children's storybooks about families

# Meal Taking

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**Activity:** Fruit I Like and Dislike  
(introductory lesson)

**Suggested Grade:** 6

**Objective:**

- Students will recognize and express likes and dislikes of six fruits in the TL.

**Functions:** expressing personal feelings

**Related Topic:** shopping

**Prior Knowledge:** I like, I dislike

**Materials:** toy models (large pictures or transparencies) of six fruits (may include fruits found in TC), cards with pictures or vocabulary words in the TL, basket for the visuals, Venn diagrams for each pair of students, notebooks, egg timers, and multiple Venn diagrams for each pair of students

## Standards:

LOTE 1

LOTE 2  
(follow-up activities)

## Performance Indicators

- Students will comprehend simple language of familiar vocabulary and structures in face-to-face communication: vocabulary activities, paired activities.
- Students will recognize key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—discussion of foods unique to the TC.





## Suggestions for Spiraling:

Note: This instructional activity is not representative of the entire Meal Taking activity. It is the introductory point of the topic, and is based on the assumption that certain other material would have been taught before completing the topic at the previous grade level.

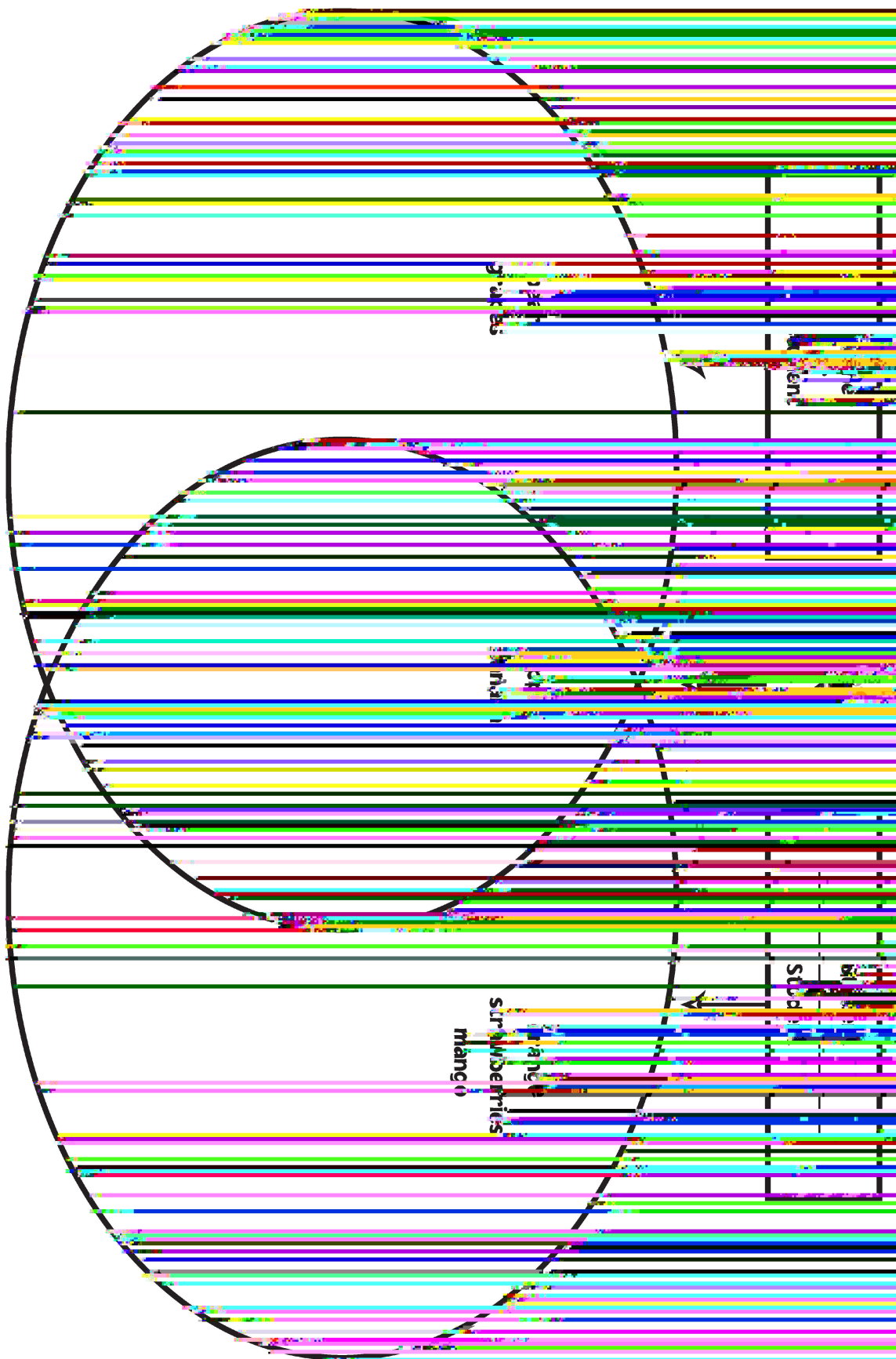
Grade 7 students will:

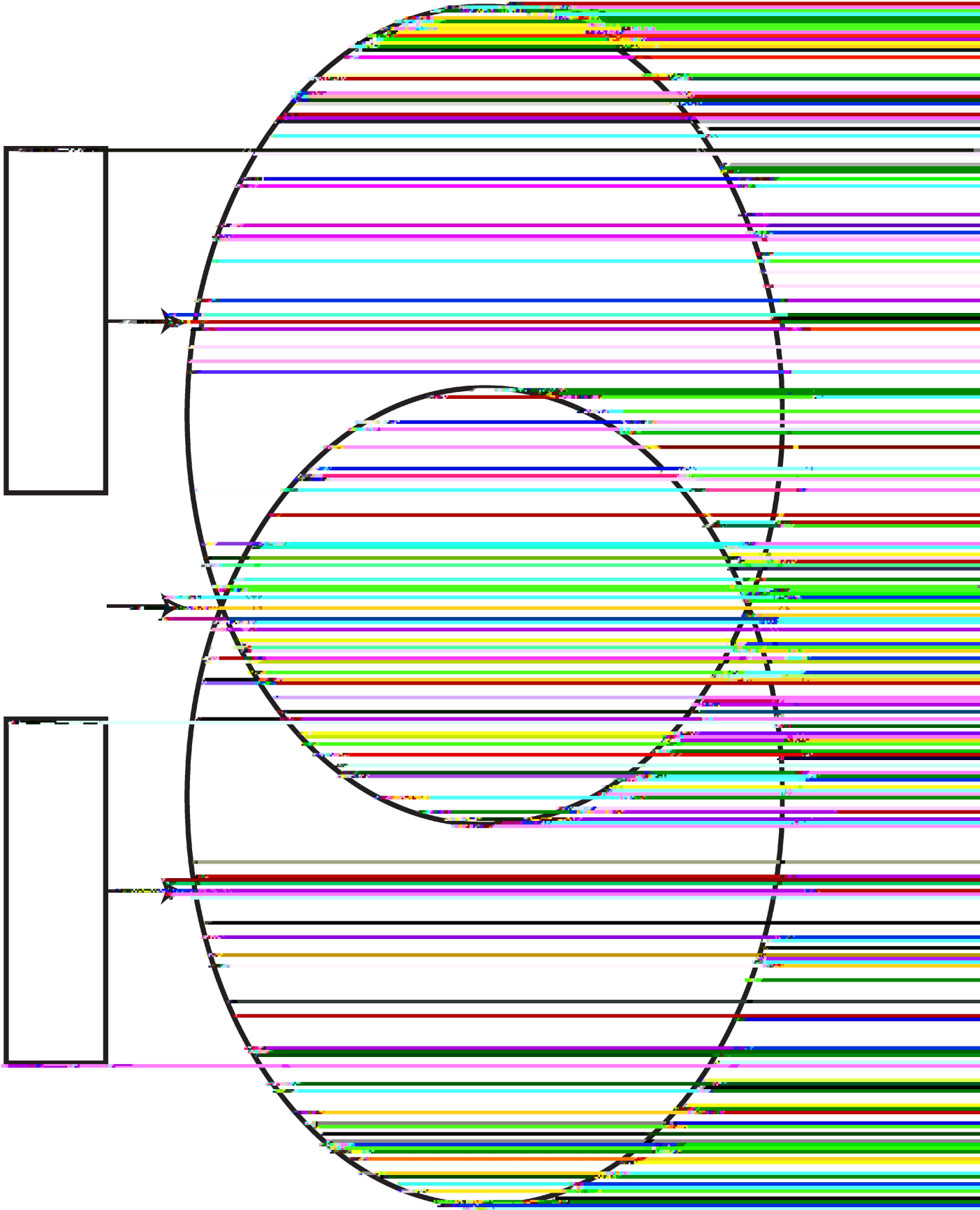
- Learn approximately six to ten new food and beverage items.
- Review or learn the expressions “I eat” and “I don’t eat.” These might also be taught in the past tense: “Yesterday I ate” and “I drank.”
- Review the “I like/dislike, “It’s delicious,” etc. expressions.
- Describe the foods by size, color, and time of day usually eaten.
- Plan a school cafeteria menu.
- Learn mealtime vocabulary such as breakfast, lunch, etc.
- Prepare a dialogue that takes place in a restaurant.
- Read simple menus in the TL from a variety of restaurants.

Grade 8 students will:

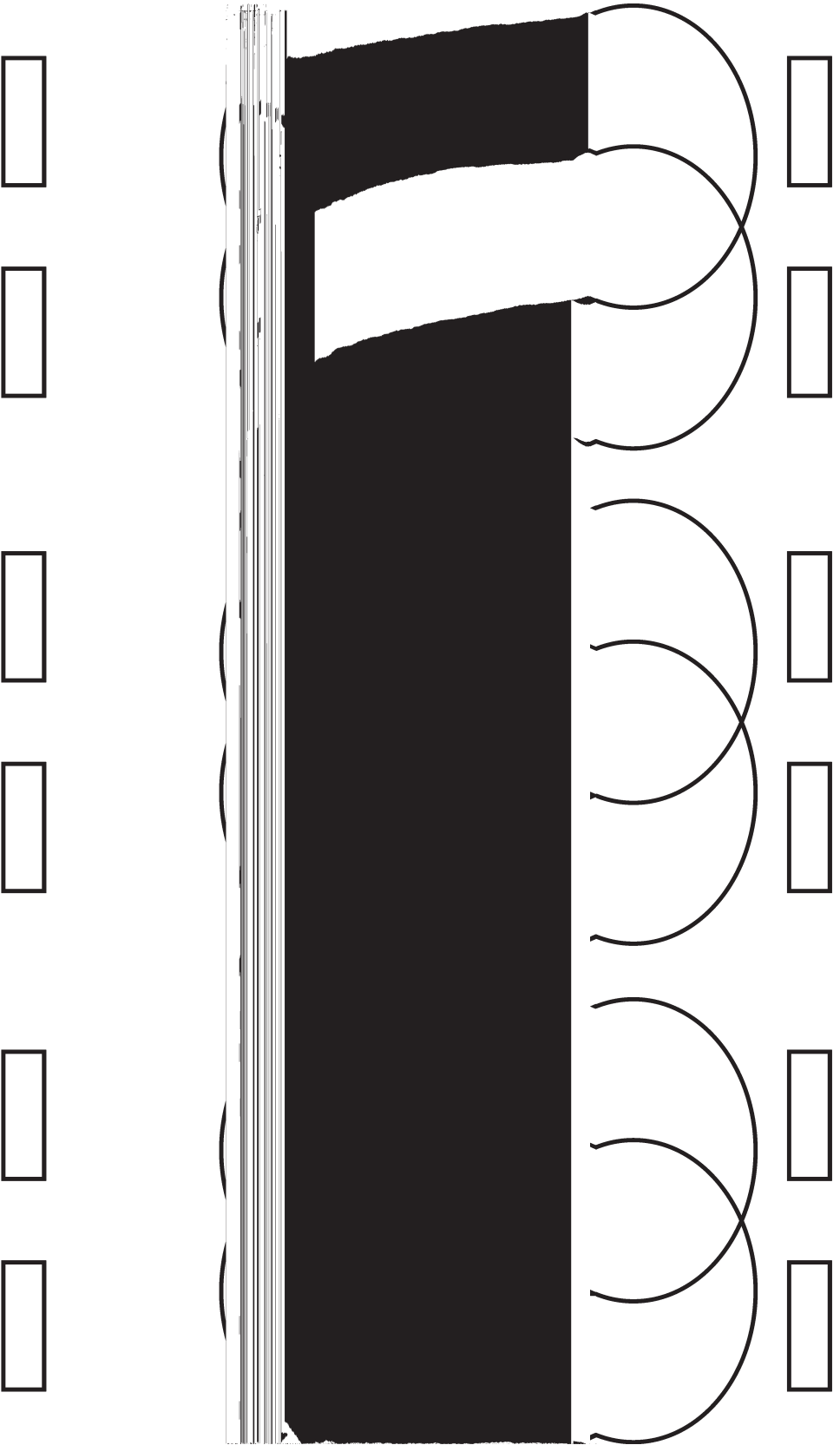
- Learn six to ten new food items.
- Learn foods and beverages related to the TC.
- Prepare menus to include pricing, specialty items, etc. relevant to the TC.
- Read recipes in the TL.
- Learn three to five new expressions to describe how food tastes (e.g., “It’s spicy/sweet/hot/cold, etc...”).
- Write simple recipes for common foods.
- Learn/review vocabulary relevant to the restaurant such as waiter/waitress, place setting, price, etc..
- Prepare a dialogue that takes place in a restaurant, mentioning that something might be wrong or missing.
- Prepare food of the TC in class, inviting other school personnel and family.

# MEAL TAKING





FOR FOLLOW-UP ACTIVITY #5





6. In groups students create a physical response (e.g., gesture, body moves) to go with each term. Then they demonstrate the physical response, stating the TL term and then asking smaller groups to reproduce the responses. This is done first with the students' eyes open and then a second time with their eyes closed.
7. Teacher holds up TL flash cards of words for physical features and pronounces them for the class, eliciting choral repetitions.
8. Teacher chooses volunteers to match appropriate flash cards to each picture or object on chalk tray.
9. Teacher provides copies of word list with spaces for students to fill with appropriate illustrations; or asks students to copy terms into notebook, along with a symbolic representation of each one. Students exchange papers or notebooks with a partner and teacher spells out each term as students check each other's work.

### Homework Assignment:

Distribute to each student a copy of the map with features labeled in the TL but not sketched in. Students will complete sketches at home. Allow a choice of five out of seven.

### Informal Assessment:

- See procedure 6.

### Formal Assessment:

- The above homework assignment.
- Distribute to each student the paper copies of the New York State map with physical features sketched in and designated with their proper names only. Students must fill in the blanks with the TL terms. Allow choice of five out of seven.

### Suggested Follow-up Activities:

1. Pictures/objects and labels of above physical features may be scrambled and student teams can be timed as they place them correctly on map.
2. Repeat above lesson with any TC map. Follow up with a Venn diagram, comparing/contrasting physical features of the two countries. Results may be summarized orally or in writing.
3. Prints or videos of well-known TC paintings that include geographic features may be discussed and compared orally to New York State landscape paintings.

### Suggested Sources of Authentic Reading:

- travel brochures eyes closed. eyes closes

# Personal Identification





### Assessment:

- Papers are collected, assessed, and displayed.
- Teacher checks for accuracy, noting necessary corrections.
- Students rewrite, making corrections.

### Suggested Follow-up Activities:

1. Students describe the hair in well-known TC portraits. Discussion may be oral or written.
2. Students may exchange photos with a TC school, observing, tallying, and graphing hair characteristics.
3. Class compares/contrasts hair in pictures clipped from a United States and a TC teen magazine.
4. Students research effects of hair care products on the United States environment and compare/contrast orally or in writing environmental practices in the TC.
5. Students may draw self-portraits with various types of hair styles and colors, writing captions that describe each new look. (For example, they might now write, "I now have \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ hair. I like/dislike it.")

### Suggested Sources of Authentic Reading:

- teen magazines

# Shopping

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**Activity:** Gift Buying (midpoint lesson)

**Suggested Grade:** 7

**Objective:**

- Students will decide which gifts they will buy for family members or friends for specific holidays or special occasions.
- Students will review and recycle vocabulary for holidays, special occasions, family, gift items, and stores previously taught.

**Functions:** providing and obtaining information

**Related Topics:** leisure activities, family life, community, currency

**Prior Knowledge:** some vocabulary in the TL relevant to holidays, family members, gift items, and stores

**Materials:** blank webs for each group, board, chart paper, or transparency

**Anticipatory Set:** Teacher says to students, “Do you go shopping for holiday or special occasion gifts for your family and friends? It will be easier and more fun to accomplish if you organize the shopping. Let’s start by naming some holidays and special occasions we have learned.”

## Instructional Phase:

1. Teacher writes “Holidays” and “Special Occasions” in the TL on board, chart paper, or transparency while class brainstorms and teacher lists in the TL the holidays and special occasions mentioned in the TL or English by students. TL culture should be reflected in the choice of holidays and special occasions and should be supplied by the teacher, if necessary.
2. Teacher writes “People” in the TL and class brainstorms. Teacher lists possible recipients (family, friends, etc.) in the TL.
3. Teacher writes “Gifts” in the TL and class brainstorms while teacher lists in the TL gift items mentioned (clothing, computers, books, games, etc.).
4. Teacher writes “Stores” in the TL and class brainstorms while teacher lists in the TL the stores to which you might go to purchase the items previously listed.

<p><b>Standards:</b> LOTE 1 and 2</p>	<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Students comprehend simple language of familiar vocabulary and structures in face-to-face communication: Suggested Activities for Follow-up Lessons—group presentations.</li><li>• Students will compose short, informal notes and messages to exchange information: group presentations, in-store dialogues; Suggested Activities for Follow-up Lessons—website activities.</li><li>• Students will recognize and use key cultural traits of the TC societies: Suggested Activities for Follow-up Lessons—currency, shopping behaviors.</li></ul>
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5. Teacher places students in mixed ability groups of approximately four students. Each group receives a blank web (see sample). Students are instructed to select a holiday or special occasion (from the list) and write it in the center circle of the web.
6. Each group selects four recipients from the list and writes them on the spokes of the web in the circle closest to the center circle.
7. Each group chooses a gift from the list for each of its four recipients and writes it in the next circle.
8. Each group decides the type of store it will go to in order to purchase the gift items and writes the type of store in the TL in the last circle of the web. Culturally correct shopping patterns should be included, whenever possible. (For example, perfume should be bought in a perfume/cosmetics store rather than a drugstore.) At this point, all circles should be completed.

# EXAMPLE WEB—GIFT BUYING

Florist

Clothing  
Store

Flowers

Shirt

Sister

Father

SAMPLE BLANK WEB



## EXAMPLE RECORDING CHART

Group →	Event →	→	→

SAMPLE RECORDING CHART (FOR FOLLOW-UP ACTIVITY #1)

Group	Event	Recipients	Gifts	Store
A	_____			
	_____			
	_____			





### Informal Assessment:

- Student volunteers retrieve an object/picture, take it to the board, point to the word, say it, and then erase it. This is done until all objects are retrieved and returned to the original location.

### Suggested Follow-up Activities:

1. Teacher distributes a double-sided copy of a community scene to each student with a word bank on the bottom listing TL phrases meaning “to the place.” Teacher directs them to label one side A and the other B. Each student numbers five to seven community places on side A from previous lesson. These numbers will serve as their own “script” to direct their partner’s route. Students then pair up and take turns dictating their route to their partner (recorded on side B). Teacher may need to post “I go to the \_\_\_\_\_” in the TL. The partners who are listening number the places on their own sheet to record the route dictated by their partner. Then the recording student draws a line from one number to the next, representing the route.
2. Students make a video tour of community places which may eventually be sent to a TC pen pal.

### Suggested Sources of Authentic Reading:

- community maps, brochures, flyers
- street and subway maps
- road signs
- pictures of storefronts and windows



#### Sample student interactions:

Card A: play baseball in the street

Card B: read

Student A (card A): Do you want to play baseball in the street?

Student B (card B): I don't want to play baseball in the street. I want to read.

Student A: But it's nice weather outside today.

Student B: Yes, but I have to read a book for school.

3. Teacher helps the students process the activity by randomly calling on students to share one thing that they said in the TL. Teacher also asks students if there was a word that they needed/would like to know and teacher writes the word in the TL on the board, whenever possible reducing the requested word or phrase to a familiar expression for the students.
4. Students in line A remain in place while students in line B move to the next spot on their right. The person at the end of line B goes back to the beginning of line B so that all students now have new partners.
5. Teacher can randomly call out which students (A or B) need to "stick to their activity" and which students should try to get the other one to change his/her mind. Remind students not to give in to the persuasion.
6. The activity is repeated several times (maybe four or five) until all students have had chances to practice persuading another person. After each rotation, teacher needs to briefly "spot check" answers out loud as well as check for needed TL vocabulary.
7. Students return to their seats and teacher suggests that they each now write a 30-word note to persuade a friend to do something they normally would not do. Teacher follows the procedure suggested in the writing process, having students write a rough draft, work with a peer editor, and write a final copy. (Adjust activity according to time constraints.)

#### Assessment:

- Teacher should use the SLP writing rubric to assess the persuasion paragraphs.

#### Suggested Sources of Authentic Reading:

- movie advertisements
- video titles and box covers
- material from movie and television magazines: schedules, descriptions, etc.
- sports club and music-related materials, for example, advertisements for coming events
- tickets and receipts from events or other leisure activities
- party invitations



## Instructional Phase 2:

1. Using the floor plans, teacher asks students to name people who might work in each of the rooms. Teacher refers to the list that students brainstormed in the anticipatory set stage, and focuses on the five key words to be used in the lesson.
2. Teacher teaches students the words used to describe the person who works in each of these rooms. As teacher gives the TL word for the occupation, s/he names that person in the school. Students will repeat the words.
3. Teacher lists the names of these workers on the board for use as a reference when teaching and practicing the vocabulary. Teacher points to Mrs. Smith and says, "Mrs. Smith is the principal," and "Mr. Smith is the nurse."
4. Teacher adds the name of the worker to the appropriate room in the floor plan. S/he has students repeat the name of the occupation.
5. In a second list on the blackboard, and not in order, teacher writes the TL word for the occupations mentioned, and asks students to read them aloud with her/him. Student volunteers are asked to come to the front and touch a name and the correct TL occupation at the same time.
6. On floor plans students should copy the names of the occupations in the correct TL occupations and the names of the rooms in the appropriate rooms.
7. Closure: On an overhead/poster or handout, teacher draws three columns. Column A has the name of the worker, column B has the name in the TL for the place/room where s/he works, and column C has the TL word for his/her occupation. Students draw lines to connect these words.

## Suggested Follow-up Activities:

Teach the students key expressions that one would associate with each of these occupations. Examples are: "The nurse takes your temperature." "The secretary types on the computer." "The principal speaks with parents." "The guidance counselor talks with students." You might also ask students to brainstorm a list of words that represent the tools that these people use on a daily basis. This could be done at first in English and then in the TL.

## Homework Assignment:

Students are asked to fold a paper into four sections. In each section they are to write a name of one of the people mentioned in class, along with the name of that person's occupation in the TL and the room where s/he works. Under this information, they can provide three words or expressions to describe that person (in the TL or in English). The next day students sit with a partner and take turns reading aloud the descriptions to see if they can guess the person, place, and occupation.

## Assessment:

- Students can be asked to write a note about one of the people mentioned in this activity. If they have already studied the topic on personal identification, they can write a brief note to a friend in the TC describing a person they admire. Teacher will provide guidance, offering the correct verb forms, adjectives, etc.

## Suggested Sources of Authentic Reading:

- job application forms
- help wanted ads
- business cards
- résumés
- interviews

<p>Oym</p>		<p>Class</p>	<p>Course</p>			
<p>Class</p>						
<p>Class</p>					<p>Art</p>	
<p>Class</p>						



