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# The Immigrants in the Central Coast of California Need Motivation to Attend Classes and Learn English as Their Second Language

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University of San Francisco

**The Immigrants in the Central Coast of California Need  
Motivation to Attend Classes and Learn English as Their  
Second Language**

A Field Project Proposal Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English to Speakers of Others Languages

By  
Martín Rodríguez Juárez  
Dec 1, 2016

# **The Immigrants in the Central Coast of California Need Motivation to Attend Classes and Learn English as Their Second Language**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Martín Rodríguez Juárez

Dec 1, 2016

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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Instructor/Chairperson

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Date

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I dedicate this project to the Latino immigrants that are working or have worked in the fields from the Central Coast of California. We have to motivate them to attend and learn ESL at any school or community program that will support them by teaching in an enjoyable theory. To all my ESL students. I always learn some new from all of you.

As a Mexican, English learner and experienced ESL instructor, I can say, ¡Si se puede! To wherever we immigrate, the *mexicanismo* will always be in our hearts.

“Despertaba haya en los Estados Unidos y pensaba en Temaca” – *Temaca en el Alma* (Rodriguez, Martin, 2012)

“La tierra al oriente donde el sol emerge no lo dudes compañero campesino que es tu tierra” - *Santa Gertrudis y La Escondida: dos comunidades, una misma piel* (Rodriguez, Martin, 2014)

## ABSTRACT

The United States is a place where immigrants from different countries arrive to work and escape poverty and violence. In 2010, the Census Bureau reported 308,745,538 residents living in the United States of America. The same report shows that 50,477,594 are Hispanic or Latino. The Central Coast of California, which includes Monterey County and Santa Cruz County, reported 84,092 immigrants had left their homeland in search of a better life. One of the most difficult aspects for some immigrants is the adaptation of a new culture, environment and language. They experience culture shock, stress, depression, isolation and economic hardships. All these issues cause them to have a low interest in attending school and learning English as their second language.

Instructors must constantly encourage and motivate them to learn ESL until they become proficient in the language. It is recommended to use different teaching theories such as TPR, and The Silent Way so students are motivated to participate and work hard to learn a new language.

The literature review covers information about different community programs such as an ESL program at a jail that has had positive results for its inmates and classes from noncredit programs offered at a community college and the positive results.

The project has a curriculum development with a six-week course, pre-assessment exam, lesson plans, lectures in PowerPoint, worksheets and post-assessment exam.

## CHAPTER I INTRODUCTION

### **Statement of the Problem**

As a child, I never thought I was going to move to a different country and learn a new language. I grow up in a small village named Santa Gertrudis, that belongs to Zacapu, Michoacán, Mexico. When I was 11 years old, I moved from my hometown to Watsonville, California. I did not adapt very easily to my new culture and environment and had a difficult experience during my first day of school since I did not know anyone. However, the hardest part was not being able to communicate with any of my teachers, since I did not speak a single word in English. I also had temporary depression that made me reject learning a new language or adapting to a new culture. I said I was never going to learn English. However, I later realized that learning English was going to help me set a good example for the Mexican community. I experienced difficulties in acquiring and developing the language, but all the hard work I did to learn English and all the support I received from my English as a second language teachers, including the Migrant Program and classes I took at Cabrillo College and San Jose State University, made me multilingual. As a migrant student, my dream was to get a job supporting and helping the immigrant community. Today, that is what I do and plan to do for a long time. So, that is why I enjoy teaching ESL to immigrant students. I clearly understand their needs because it was what I felt while learning English.

The United States is a country where immigrants from different countries arrive to work and escape poverty (Lehrman, 2012). In 2010, the Census Bureau reported 308,745,538 residents living in the United States of America. The same report shows that 50,477,594 of those residents are Hispanic or Latino. Therefore, this makes evident that 16.3% of the population are Hispanic or Latinos (Bureau, 2016). The Central Coast of California, which includes Monterey County

and Santa Cruz County, has a significant population of Latinos. During the Census of 2010, Santa Cruz County, for example, reported 84,092 Latinos, of which most are Mexican, Guatemalans, Salvadorans, Colombians and Peruvians (Bureau, 2016). However, Monterey County is an agricultural county and is bigger than Santa Cruz County in population and geographic size. According to the United States Census Bureau of 2010, Monterey County reported 415,057 residents. 55.4% of its residents are Latinos. This includes Mexicans, Puerto Ricans, Cubans, Guatemalans, Salvadorans, Colombians and Peruvians (Bureau, 2016). California is the state with the largest Latino population in the nation (Lopez, 2014).

The rapidly increasing Latino population greatly contributes to this country. However, there are several problems that affect the Latino community. These problems need to be addressed. Firstly, California has a large population of Latino immigrants, most of which have a low education background. Many immigrants have big dreams of living a better life socially and economically. Secondly, most immigrants experience culture shock since everything is new to them. They have to adapt to a new country, community, language, food and culture. Thirdly, immigrants experience depression, stress, isolation and economic hardships. Unfortunately, all these experiences allow the immigrant to develop a low self-esteem and low interest in learning English as their second language.

Many immigrants from Latin American countries leave their homelands in search of a better life with more opportunities. This means that many who immigrate to the United States did not have access to formal education. They see that in their hometown it is difficult to get a job and an education as well. So their decision is to immigrate to the United States, with a focus on California. In California, 31 percent of residents have graduate degrees. However, those residents which are foreign-born and without English knowledge are usually less educated and

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have lower incomes. This issue allows an immigrant to experience poverty in their homeland and in their new community as well. This is one reason why California has residents with low education backgrounds (“Immigrants and Education,” 2016). Only 7 percent of the Latin American immigrants that live in California completed a college degree in their homeland; 77 percent of the 7 percent completed middle school or high school. Mexican immigrants make up 79 percent of immigrants in the state of California, so they control the demographic statistics from that state. Unfortunately, only 4 percent of Mexican immigrants speak English at home, contrasted with 16 percent of all other immigrants. Immigrants are most likely to survive with Limited English Proficiency (LEP) (“Immigrants and Education,” 2016.; Zong & Batalova, 2016).

Latino immigrants come to the United States, with a focus on California, to start a new life. They have to become familiar with an unfamiliar country. Every immigrant dreams that earning dollars, while thinking in pesos, will be better for their family to live and have most of their needs. This is a reason why most immigrants from Mexico and Central and South America decided to immigrate to the United States. It does not matter if they move to the United States to live legally or illegally because most of them have plans and hopes and their heads are full of dreams. Unfortunately, their native country could be full of violence, lack resources and opportunities, have an abusive government or poverty. Some immigrants also want to have an adventure. Most immigrants in the United States have the same dream. They want to have a better life for themselves or their family and build their dream house in the homeland (Alisa, 2010).

One of the most stressful parts for some immigrants is the process of adaptation to a new culture, environment and language. Some immigrants may experience culture shock. For these

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immigrants with numerous financial, legal and family challenges, adjusting to a new country, in this case the United States, was, is and will be traumatic (Mendez-Shannon & Daugherty Bailey, 2016, p. 7). Some immigrants feel a big impact by experiencing an immense difference between their homeland and their new community. Some describe the difference in culture between the United States and their hometown as intense. This makes them feel like “fish out of water.” Other immigrants react with significant disorientation. This makes them feel uncomfortable and not fully aware of their new community. Other immigrants describe transitioning from a small town to a big city as difficult, since they have probably never been in big cities. Their hometown is a tranquil, small and humble community. Some immigrants feel strange, especially in an urban environment. Every single street is paved and clean. The products for their meals may not be the same or found at the supermarket, so food items may be strange and unfamiliar. In their hometown, the streets could be gravel and dirt. At home, running water was only available at certain times. Another difficult part for immigrants is to be unable to communicate and understand the language, which makes them unable to understand public signs or communicate with the general population. Furthermore, they are unable to understand any warnings posted on walls (Mendez-Shannon & Daugherty Bailey, 2016, p. 7). A few immigrants also feel insecure about walking or driving on the streets, since in their hometowns the streets are smaller and without as many cars. Some of them also feel afraid to go out without getting lost since they cannot communicate well in English (Mendez-Shannon & Daugherty Bailey, 2016, p. 7). This culture shock makes immigrants feel frustrated, sad, homesick, hostile, angry, and/or have physical illness (Brown, 2014, p. 187).

Immigrants have to adapt to a different lifestyle. Seasonal work is an issue for the immigrant and/or farmworkers since sometimes bad weather, unripe crops, or even illness can

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limit the worker's ability to earn wages. This makes immigrants worry about their monthly payments. Job insecurity produces stress, depression or anxiety. Many immigrants are forced to leave their families behind since they are looking for jobs in order to provide the best for the family. However, language barriers, discrimination, and exploitation are also part of the stress that immigrants experience (Winkelman, Chaney, & Bethel, 2013). Some of the main stressors that immigrants in the state of Nebraska experience are: difficulty understanding English, not making enough money, not feeling at home and missing their families, difficulty being away from friends, working long hours, feeling unsettled and worrying about their children's educations (Ramos, Su, Lander, & Rivera, 2015, p. 1630). A few immigrants also experience suffering from occupational injuries, chronic pain, heart disease, cancer and health issues caused by pesticide exposure. Some also suffer mental health issues. All of this causes immigrants to experience difficulties which may affect their lifestyle temporarily and even permanently (Winkelman et al., 2013). Research has shown that stress and depression affect immigrants, but especially farmworkers, which suffer with isolation, economic hardships, negative behaviors towards alcohol or drugs, tobacco use and even a high risk of sexual abuse (Ramos et al., 2015, p. 1627; Winkelman et al., 2013, p. 1816).

Harvest season in the Central Coast of California is normally between April and November. Santa Cruz and Monterey Counties have few temporary migrant family housing centers that support the agricultural workers and their families. Those families migrate from their current homes or locations which could be Yuma, Arizona or even from Mexico to the Central Coast as an agricultural area for employment ("Office of Migrant Services and Temporary Migrant Family Housing Centers," 2013). One of the most difficult parts for immigrants of moving from one community to another is that parents have to move their kids to a new school

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every season. Sometimes kids go to two or three different schools in a school year (Griffy, 2015). The parents worry that moving their kids to different schools causes them not to learn enough in order to grow mentally and academically and that their children will be working in the fields like themselves. Human Agenda is an advocacy group which reported that only 10% of the migrant students in the Central Coast graduate from high school (Sullivan, 2015). This affects the migrant kids and parents that are not able to attend classes to establish their educational goals and learn English as their second language. This is a reason why anyone walking on the sidewalks from Watsonville or Salinas understands Spanish clearly, including personnel in businesses. Not all Latinos are bilingual; one out of five households is linguistically isolated, so, unfortunately, no one over 14 homes speaks English in the Central Coast of California (“Wave of Hispanic Immigrants Prompts Racial Isolation in Small California Town,” 2013).

In the Central Coast, most of the English learners are farmworkers; they get up early and want to rest for the hard work they do. Therefore, classes must be interactive and instructors must create a lecture in an enjoyable format. In this way, the students will attend classes frequently and with high enthusiasm to learn ESL (Quintana, 2016). Unfortunately, some of the ESL classes have more than 40 students. Students will not learn sufficiently because instructors are not focusing enough on the student's progress. This is an issue that the Watsonville Adult education program faces. There are not enough of teachers, so the classes are mixed with low and high levels in the same classroom. “I go to class, but the classroom is full with 40 students or more” Garcia said in Spanish. “I think that a lot of students in a classroom is hard for the teacher to teach us. The teacher also uses a lot of Spanish. I think that it will be better to only use English” Garcia added. Garcia completed his B.A in Mexico in computer sciences.

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Instructors who work with English learners are important, and it is recommended to have a friendly atmosphere in the classroom in order for students to feel comfortable. It is also important to encourage students to set goals in learning English and to make them work in groups, so the students feel confident. Teachers have to understand the needs of the students and language acquisition in order to help students learn English successfully (Karaoglu, 2008; Quintana, 2016).

Latin American immigrants are important for the economy of the nation, but again not all of them attend ESL classes in order to have a better job and communicate with English speakers. Two-thirds of the fruits and nuts and one-third of the vegetables produced in the United States come from California; where most of the farm workers are Latinos (Mitric, 2016). Watsonville is recognized nationally for its strawberries and fresh cut flowers (“Community Profile,” n.d.). Every year, Watsonville produces more than half a billion dollars in berries and most of the work is done by immigrants (“Wave of Hispanic Immigrants Prompts Racial Isolation in Small California Town,” 2013). Some Americans do not appreciate and/or respect the hard work Latinos are doing for their society. Immigrants greatly influence the nation economically, politically, socially and culturally. Immigrants and farmworkers are becoming the new foundation for the United States’ economic, political and social-cultural power (Balkaran, Stephen, 2014).

Immigrants come to the United States for a better life. It is very important for them to learn English as their second language in order to have this better life and job as well. The public funds would be better used teaching immigrants basic English. They did not just migrate from Mexico to the Central Coast of California to work in berry fields. They migrated to California to have a better life and make the economy of the United States grow agriculturally. These

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immigrants make America strong, prosperous and exceptional. Let us support them with interactive English classes so they can successfully learn English as their second language.

I am an immigrant counted in the high population of Latinos in the Central Coast of California and learned English as my second language. I too experienced culture shock seeing the difference between my small hometown and big American cities. I learned English as my second language and am now happy to teach ESL to the immigrants in the Central Coast of California. I experienced interesting and boring ESL lectures. Now, I must go back and support my *paisanos* by sharing what I have learned through my education and experience. I understand their needs and dreams clearly. They must support their family to one day go back to their homeland with a better lifestyle. Part of my job includes making them feel comfortable in the English world, motivating them to learn a new language and helping them adapt to a culture while surviving culture shock.

In summary, California has growing population of Latino immigrants most of whom did not complete their high school or middle school in their hometowns, but their dreams are to succeed in the United States. An important aspect to remember when working with immigrants is the impact of culture shock. This is a time when everything is new. There is a new language, culture and community. During this time, immigrants experience stress, isolation and depression because of their new and lonely life in the United States. This makes the Latino immigrant to have low interest to attend class and learn English as their second acquisition.

### **Purpose of the Project**

The curriculum I created will be a support for the immigrants in the Central Coast of California who work in the fields picking strawberries or lettuce. These immigrants are willing to learn English as their second language in order to have a successful experience in the United

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States and support their family in Mexico or in the United States. It will help immigrant farmworkers to learn the language and feel more comfortable during a doctor's appointment, daily routines or during a short conversation with their kids' teachers.

The Central Coast of California has seasonal work done mostly by Latino immigrants. Now, let us support the Latino community in an educational way. This field project makes recommendations to teach English language classes in a way that students will feel eager to learn English as their second language and use their new skills in their real lives. Ultimately, students will get better jobs with better salaries. It is planned to be used as supplementary material in order to teach English in an adult educational program. As a Chinese proverb says: "Tell me and I forget. Teach me and I remember. Engage me and I learn."

### **Theoretical Framework**

This project is based upon three theories. Firstly, the affective/humanistic approach that was created by Carl Rogers. Rogers stated, "I have gradually come to one negative conclusion about the good life. It seems to me that the good life is not any fixed state. It is not, in my estimation, a state of virtue, or contentment, or nirvana, or happiness. It is not a condition in which the individual is adjusted or fulfilled or actualized. To use psychological terms, it is not a state of drive-reduction, or tension-reduction, or homeostasis" (Rogers & Stevens, 1971, pp. 185–186). This is supported by the motivation of students to learn new skills. Secondly, the empowerment/Freirean theory by Paulo Freire which states that education must empower the student in order to be transformative. Education must lead to social action, and motivation has to come first, "education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and

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creatively with reality and discover how to participate in the transformation of their world” (Freire, 1970, p. 54). The third theory, Input Hypothesis, is also recognized as (i+1). This theory was invented by Stephen Krashen. It is one of his five theories that attempts to provide the foundation for a theory of second language acquisition. Input hypothesis is Krashen’s idea to provide learners with input a bit beyond their current level of English, (i+1) that can be understood. He said, “human acquires language in only way – by understanding messages, or by receiving comprehensible input” and Learners improve and progress along the ‘the natural order’ when they receive L2 comprehensible input” (Krashen, 1985, p. 80).

### **Affective/Humanistic Approach**

The Affective/Humanistic Approach refers to when instructors are considered as teachers and even counselors and are proficient in the target language to make the class atmosphere more important than teaching methods. In this theory, Rogers said, "When I look at the world I'm pessimistic, but when I look at people I am optimistic." He is saying that as teachers we have to see the students in a positive way in order to make them have and feel a high self-esteem and motivation to learn and develop their knowledge (McLeod, 2007). This theory provides a framework focused on creating a warm classroom atmosphere. It will help the students philosophically to feel supported and accepted in their new classroom environment. The atmosphere of the class has to be more important than materials or methods. The instructor has to be patient, open, positive, interesting, funny, and curious (“Basic Principles of the Humanistic-Affective Approach - Campus Center,” 2014). Rogers said that the very concept of method involves “the notion of a systematic set of teaching practices based on a particular theory of language and language learning...” (“A brief history of ESL instruction: Theories, methodologies, and upheavals,” n.d.). The instructor has to have a solid foundation of linguistics,

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psycholinguistics and sociolinguistics. Using these tactics will be useful to teach ESL in an enjoyable way. This will help in the relationship between instructor and student. The students will show respect and trust for the instructor. Students will feel comfortable and eager to learn more ESL skills while attending class with a high self-esteem (“Basic Principles of the Humanistic-Affective Approach - Campus Center,” 2014). This theory is very important because ESL courses should be animated, enjoyable and fun. Immigrants should attend classes feeling comfortable and enjoying it as well.

### **Empowerment/Freirean Theory**

Freire’s ideas were for all students to become instruments of their own *empowerment* (Brown, 2014, pp. 90–91). Freire stated “lifting themselves up by their own bootstraps”. Part of his results for his primary pedagogical goal was to provide the world’s poor and oppressed with educational goals to establish and complete their life’s goals. Part of his beliefs were that education offers hope and possibilities for the future of the society, but it can be achieved only when students are engaged with the society, add their thoughts or ideas and participate in actively organizing to challenge oppression (Singer & Pezone, n.d.) This makes Freire's theory useful for education to adults in the Central Coast of California. It will be empowering students and get transformative with their social action and real life for education in order to live and survive the real world situations.

### **Input Hypothesis (i+1) Theory**

This hypothesis is of the five claims that were made by Krashen. In his theory, Krashen states that adult learners’ “fluency in L2 performance is due to what we have acquired, not what we have learned” (Brown, 2014, pp. 288–289). The input hypothesis is used so the learner of English improves his/her new English skills when the student receives the input in lectures

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(Brown, 2014). According to Krashen, the learner improves and progresses when receiving second language input that is one step beyond the student's current level of linguistic or English language acquisition (Schutz, 2014). This theory is one of my most used for ESL lectures in the Central Coast of California. It works with most of my student's learning acquisition.

### **Significance of the Project**

This project is designed especially for the migrant Latino community that lives in the Central Coast of California. It is recommended to be used during winter when most of the farmworkers are not actively working in the fields. This project provides different ideas to teach English language acquisition in an enjoyable way, so the students will be able to learn and become more interested in developing their English knowledge. In this class, students will be able to apply thematic vocabulary and basic grammatical structures in their real-word situations. The significance of the project will also benefit parents, which could feel more comfortable during conferences with their children's teachers, become more involved in community programs and be able to communicate with their primary care provider as well. This project may help the immigrants from the Central Coast of California to obtain better jobs and salaries.

### **Definition of Terms**

**Central Coast:** The Central Coast of California is an area south of San Francisco Bay. The Central Coast of California is a region between Monterey Bay and Point. It is an area known primarily for its agricultural production and tourism (Porter, 2007).

**ESL:** It refers to English as a Second Language within the culture of an English-speaking country (Brown, 2014, p. 193).

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**LEP:** Limited English Proficiency, refers to people who do not speak, read, write or understand English well (Holmes, 2013, p. 410).

**L2:** It is used for the second language (Fromkin, Rodman, & Hyams, 2007, p. 559).

**Migrant Program:** An education program that supports students whose parents work in the fields and have to move frequently for work (“Office of Migrant Services and Temporary Migrant Family Housing Centers,” 2013).

**Migrant Worker:** A temporary/seasonal farmworker whose job represents a weak population moving to rural communities to work. Most migrant workers are Latinos who are economically disadvantaged and socially isolated (Ramos et al., 2015; “Wave of Hispanic Immigrants Prompts Racial Isolation in Small California Town,” 2013) .

**Noncredit:** Free courses that are open entry and open exit to all community members. Students will be welcomed to attend any noncredit class, especially to learn English as second language. Students do not receive a letter grade (“Non-Credit Program,” n.d.).

**Paisanos:** a compatriot or countryman, normally used by Mexicans that live in the United States of America (Alexander, 2015).

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## CHAPTER II

### REVIEW OF THE LITERATURE

#### **Introduction**

Existing research documents the many ways in which Latino adult immigrants can improve their ESL skills to have better communication, job opportunities, and solve their real-life situations to succeed in the United States. It is recommended that instructors teaching ESL should understand student's cultural diversity and establish an honest appreciation and respect for immigrant's culture and offer support to encourage students to feel motivated to learn English as their second language (Larrotta & Serrano, 2011, p. 316; Manning & Baruth, 2009, p. 162; Serrano, 2016). Fortunately, California has many ways for adults to learn ESL. It could be by attending ESL classes at an adult education program, Noncredit Program at a community college or even at some churches or non-profit organizations offering ESL classes free of charge ("Adult Education Programs," n.d.; Serrano, 2016).

The literature was explored through three different themes. Firstly, motivation is explored as an important role for Latino immigrants to learn English as their second language. Adults should feel comfortable, respected, supported and accepted in class (Larrotta & Serrano, 2011, p. 320). Secondly, ESL programs were studied. Some communities around the nation have different programs to support their residents by providing free ESL classes. Therefore, immigrants can increase their interest in learning English, take advantage of these resources and make an important step for their own improvement (Becker, 2011, p. 25; Serrano, 2016). Thirdly, there is a focus on engaging curriculum and pedagogy, as instructors are the role models for students to feel the enthusiasm to learn English to succeed in the United States (Quintana, 2016).

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### **Motivating Adult ESL Learners**

Motivating Latino immigrants to learn and develop English as their second language is a key for them to succeed and become proficient in the new language. Motivation has different meanings. According to the Merriam-Webster dictionary, the word motivation is (1) “the act or process of giving someone a reason for doing something: the act or process of motivating someone”. (2) “the condition of being eager to act or work: the condition of being motivated” and (3) “a force or influence that causes someone to do something” in this case the Latino immigrants have to have a high motivation and self-esteem to attend school and learn English as their second acquisition (“Definition of motivation,” n.d.). The noncredit program is a good source to motivate immigrants to learn ESL in order to succeed in real-life experiences. To increase motivation to learn English, students that finish their course receive an award or certificate. Their self-esteem and motivation is full, making them feel proud of themselves.

Motivation in the classroom is easily one of the most important factors for Latino immigrants to learn English as their second language. It is normal for students to have low motivation to learn and develop a new language. “Adult Learners’ Fund of Knowledge: The Case of an English Class for Parents” also showed that if students lack motivation, absences will be frequent and students will experience timidity to practice during class discussion or during answer sharing (p. 318). The success of second language acquisition depends not only on intellectual factors, but also on emotions, personality, motivation and demographic factors of the learners (Ghaedi & Jam, 2014, p. 1233; Larrotta & Serrano, 2011).

In 2011, Larrotta and Serrano conducted significant research to identify or use adult learner’s funds of knowledge. This research is called “Adult Learners’ Fund of Knowledge: The Case of an English Class for Parents”. Larrota & Serrano (2011) examined 35 ESL students in

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their study, most of them Spanish speakers. Lunch was provided as well as child care. The adults were housewives, workers in housekeeping, construction and some were unemployed. Larrotta & Serrano's goals were "investigating, identifying, and using adults learners' funds of knowledge will make more effective English instructors" (p. 316). Part of their results found that it is very important to have knowledge of the student's background and "how personal glossaries and storybooks help adults in their language learning journey" (Larrotta & Serrano, 2011, p. 316).

This research was focused on the immigrant's motivation to attend school and learn English as a second language. One of the motivations was to use the teaching theories per the student's needs, life experiences, learning habits, skills and knowledge. According to Larrotta & Serrano (2011), Latino adult ESL learners feel more comfortable learning English and attending classes when their class participation is respected by classmates and they feel the support of the instructor. This aspect of motivation is very important. When they are treated as a talented adult/learner, it makes the students feel accepted and encouraged to learn ESL with motivation (Larrotta & Serrano, 2011, p. 320). The student's self-esteem will be high and they will keep attending classes. Part of this motivation will encourage the students to participate during class lectures and become actively engaged by participating in class and in real-life scenarios. It will help them to also develop different formats including: asking questions and developing strategies for transformation, learning and analyzing (p. 320).

Larrotta & Serrano (2011) also reported that in 1990 Knowles added a suggestion for the "adults to become more self-directed as they mature and are self-motivated" (p. 320). During this research, Larrotta & Serrano used this suggestion and reported that some immigrants are self-directed and persistent learners. This is useful for Latino adult immigrants to feel a high

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motivation to learn and develop their ESL skills (p. 320). The research also shows that topics discussed were “families, financial issues, or their children’s education,” (p. 320) and these made the students more motivated to talk and participate during discussions and arguments. If personal experiences are discussed in class, the student’s participation is more active and English learners are practicing their listening and speaking skills. The Latino immigrants also shared their experiences with their classmates. It was useful for this research as well because these are topics that teachers can use to motivate students to participate in class more frequently with another adult ESL learner (Larrotta & Serrano, 2011, p. 320).

“Adult Learners’ Fund of Knowledge: The Case of an English Class for Parents” presents an overview of research regarding ways in which the prior knowledge of adult students who are participating in English language learning classes can be used by instructors to better serve the students. According to Larrota & Serrano, the structure of the adult learning course followed a funds of knowledge approach, where in social and historical backgrounds Hispanic students were used as a basis for culturally-relevant teaching practices. Comments from several students who participated in the course are presented and an overview of the research methodology is provided (Ghaedi & Jam, 2014, p. 1233; Larrotta & Serrano, 2011).

The instructor should engage the students to get involved in class by working in groups, making sure students are seated at a comfortable distance from each other, congratulating them during progress and creating stories by using the student’s story (Larrotta & Serrano, 2011, p. 323). This will make the students feel more motivated to learn English until they become proficient and can live and solve their real-world problems and lifestyles. Yesenia was one of the participants in this research. Yesenia said that she practices her English skills by watching TV and reading newspapers (Larrotta & Serrano, 2011, p. 318). In this report, Yesenia said that

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her goals to learn English were to support her kids during homework and to be able to communicate with their teachers to have a better support for their future education (p. 318). This is very productive because the parents must have communication with their children's teachers in order to help them succeed in school. The children will feel enthusiastic to see that their parents are bilingual and participating during their school events and their self-esteem will also increase by seeing their parents involved. The research states that parents learn English as a second language by helping their kids do homework (Larrotta & Serrano, 2011, p. 320).

Neftali is another example that Larrotta & Serrano shared during their research. According to the report, Neftali has very good English conversation knowledge and practice, but his writing and reading skills are undeveloped (Larrotta & Serrano, 2011, p. 319). Some Latino immigrants also have English proficiency in conversation. This is an example showing that some immigrants do not learn English at school, but at work. Neftali's ESL skills were learned in the street or at work. For his writing or reading practice, he was not able to understand or develop his ideas in a written format. Neftali said that he does not read enough English to practice and improve his reading skills, but his attention to the lectures were satisfactory and he was able to connect with his teachers during lectures (Larrotta & Serrano, 2011, pp. 319–320).

Larrotta & Serrano mentioned that it is very important for instructors to learn about student's cultures in order to make the class more active, entertained and full of ESL enrichment activities. In this way, the students can learn the language and feel motivated to attend classes frequently (p. 323). This will help students to have a high interest in practicing reading and writing to support their children in homework and to obtain a better job. This is a type of lecture that will support learning skills and needs and will engage the Latino community to learn the language and culture (Larrotta & Serrano, 2011, p. 324).

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However, Susanne Gardner published an article titled “Latino Gang Culture Promotes a Positive Educational Environment an ESL Teacher’s Perspective”. It discusses inmates learning English as their second language and, according to their efforts, bringing positive attributes to the classroom. This is useful for Latinos since ESL classes are helping inmates to become bilingual in side the jail, but it will help them when they get their freedom (Gardner, 2014, p. 38). The inmates will be able to express better themselves according to their case and when they become free, to better communicate in the society.

Gardner (2014) mentions that most of the media and law enforcement focus on the negative issues with gangs and leave the positive skills from the inmates out of publications. The positive issues rarely are discussed, yet they can “intertwine effectively with a three-pronged approach instructional style that allows each student to be successful as he makes academic progress in his educational journey behind prison walls” (p. 38). In this report, Gardener shows the great motivation and interest from the inmates to learn ESL. The board members also made an important and good decision to help the inmates learn positive skills during their incarceration. They have ESL programs from beginner to advanced and even general English classes in order for the inmates to be prepared to take the high school equivalency exam. This course is a requirement for inmates at Maryland Correctional Institution or MCI. When they complete their conviction and are released, their English skills and high school diploma support them in having a better life and doing positive things in their community (Gardner, 2014, p. 39).

Most of the inmates have to complete convictions anywhere from months to 10 years in prison. During their sentences, the Spanish speakers, most of them from El Salvador, Guatemala, Honduras and Mexico, attend classes and learn ESL. The ESL instructor teaches 24 Latino men between the ages of 18 and 25 years old (Gardner, 2014, p. 39). This idea is very useful and

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positive. The classes are short and the instructors are engaging the students to learn English as their second language and complete their high school diploma in order to get better jobs to improve their lives out of the correctional facility.

The stimulating part of MCI is that the instructor has to follow a developed curriculum and teach the courses according to student needs. Their classes are flexible; some classes are taught during the morning and some during the evening. This is very positive for inmates and allows them to take advantage of those courses “many inmates have the same philosophy about education and its power, and they also encourage ESL students to learn English and get an education. The MCI-J school, therefore, is appreciated by the inmates for its ultimate goal – to provide an education to those inmates who need it” (Gardner, 2014, p. 39).

The students have different experiences in their homeland and may have survived violence and hardship. The inmates respect each other in class and some of them share their stories to help improve their ESL conversation (Gardner, 2014, p. 40). This program is used to support the immigrants and encourage them to learn ESL and make them feel important as they are. It is also necessary to recognize the gang presence with respect and hospitality. This is to emphasize the positive qualities of inmates and utilize these qualities in a culturally sensitive environment. It will help them to successfully complete their educational goal. They are inmates, but should be respected for the emotion and motivation to learn ESL during incarcerated time. They learn that there exists a life different than that of their own criminal past. Support and motivation is key to encourage them to succeed “once students realize that they can be successful in school, they are eager to attain literacy certificates and high school diplomas by progressing through the different classes” (Gardner, 2014, p. 42). The results from this report show that the offenders are getting permanent jobs within the community according to what they learned as

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inmates. Some of them even continue their education in search of what they started during their incarceration.

In summary, the motivation used in class demonstrates that instructors should know the culture of their students in order to have a better understanding of their needs. The instructor also must have encouragement skills to make sure that motivation and high self-esteem is always on the top of his/her lectures. This will encourage the Latino immigrant to attend classes with high frequency and become proficient in English as a second acquisition. Consequently, this can develop English skills in speaking, listening, reading and writing. In the Maryland Correctional Institution, inmates are required to take ESL classes. This a great benefit for Latinos in prison. They learn a lesson per the crime they committed, learn English and feel motivated to practice English in their new employment. Motivation is an important skill to use during teaching English as second language to the immigrant. Motivation will be useful to encourage them to learn English until they become proficient in the new language.

### **In California's Central Coast**

It will be better for Latino immigrants in California to more frequently attend classes and learn English as their second language. Fortunately, there are good programs to support their needs. A good example is the noncredit program that some community colleges offer. In the noncredit program at Gavilan College, the students are enrolled as any other student, but for those courses they do not receive a grade for college credit. The transcripts do not show the noncredit courses that were taken for the official grades. The noncredit courses have to follow the curriculum developed in order to complete the student learning outcomes. Noncredit programs offer courses for immigrants to learn English language acquisition with a focus on speaking, listening, reading and writing, educational services for American citizenship,

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workforce preparation, mathematics, computer skills, decision making and problem solving skills, high school equivalency (new name for GED) and other classes required for preparation to participate in job-specific technical training (“Noncredit Courses - Watsonville Center - Cabrillo College,” n.d., “Non-Credit Program,” n.d.; Serrano, 2016). Students meet with counselors often to create their educational plans, address the student’s needs and complete their education goals. According to the student’s improvement, they may be able to transfer to the credit program. In the credit program, students have to do more work and pay for their tuition or apply for financial aid, but unfortunately not all the students meet these requirements (Serrano, 2016).

Gavilan College has an interesting English as a second language noncredit program that is helping immigrants, and not only Latinos. This program helps immigrants from any part of the world. These classes are offered in Morgan Hill, Gilroy, and Hollister, California. This Noncredit Program has 26 classes to learn English as a second language, from different levels starting from literacy to advanced. Students are placed in their classes according to assessment test results. The students are tested with the Comprehensive Adult Student Assessment System/ CASAS exam (“Non-Credit Program,” n.d.; Serrano, 2016).

This noncredit ESL program is completely free and open to all community members. Most of the immigrant and migrant workers take advantage of this service to learn ESL, become US citizens or complete their high school equivalency. The program has a flexible schedule with some classes offered in the morning and some during the evening. The classes become full fast, so normally 25 students attend each class according to their availability, and some students take two classes with different instructors. Students registered in class during fall 2016 will be the first to receive grades or codes, but not traditional grades like A, B or C. The new grades will be

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for passing, no passing or W for withdrawing. These are open entry, open exit classes, meaning that students may join or discontinue attending as needed. However, good attendance is important to learn English and ensures that the noncredit program will be able to continue offering classes for free (“Non-Credit Program,” n.d.; Serrano, 2016).

Cabrillo College also has a noncredit ESL program. In fall 2016, Cabrillo started noncredit classes in their Watsonville Center. The interesting part is that Cabrillo only has two noncredit ESL classes, but those classes are Friday and Saturday. The classes are free, flexible and students are able to repeat the class as many times as needed. If the students complete the ESL education plan, they will get a certificate of completion to show during a job interview. When the students receive an award or certificate, their self-esteem and motivation to learn the language will be higher (“Noncredit Courses - Watsonville Center - Cabrillo College,” n.d.; Serrano, 2016). The noncredit ESL classes at Cabrillo College Watsonville Center follow a developed curriculum and meet the student’s needs.

In summary, there are several types of programs that help ESL students to develop their English as a second acquisition skills. This review of the literature focused on an overview of two noncredit ESL programs in California’s central coast, as that region is the focus of this field project. In the central coast of California, Gavilan and Cabrillo College have useful programs to provide better knowledge and learning skills for immigrant students. The noncredit program is a good source to motivate immigrants to learn more ESL in order to thrive in real-life experiences.

### **Engaging ESL Pedagogy**

Student motivation and appropriate language programs are important. Additionally, there are some specific theories that are recommended to teach ESL to engage ESL students.

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Krashen said, “The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production way that teachers can teach in order to engage the student to participate and learn” (“A brief history of ESL instruction: Theories, methodologies, and upheavals,” n.d.). Classes should be interactive and some Krashen ideas should be considered when teaching ESL. It is useful for students to feel enthusiasm from their instructor in order to learn and practice ESL skills. There are a few teaching theories that work well for Latino immigrants to learn a new language.

Firstly, is the silent way. This theory is to make extensive use of silence as a teaching method in order for the students to be active in class and practice speaking skills (Celce-Murcia, Brinton, & Snow, 2014, p. 9).

The silent way was created by Dr. Caleb Gattegno in the early 1960's. It is recommended to use this theory with ESL beginners (Larsen-Freeman & Anderson, 2011, p. 51). This theory derives its name from the fact that the instructors are conducting the lecture and interaction with the students in mostly silence. The key is to make the students speak as much as possible. The instructor teaches the vocabulary and makes the students practice it by showing the object in a flash card or a real object according to the vocabulary. This way the students must be encouraged to develop and produce as much language as possible. Silence is like a vehicle, so this is considered the best vehicle for learning. In silence, students concentrate much better and are ready to practice as much as they can (Celce-Murcia et al., 2014, p. 9). In teaching ESL, I used this theory often. For example: if I am teaching about fruit, then I can say and show a fruit to the

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learner, “this is a ripe apple and this is an unripe banana” and the student will repeat this after me. Then I substitute the apple and banana with other fruit items. The students will produce their own comparisons with the fruits. Gattegno looked at language learning skills from the perspective of the learner by understanding the way that babies and young children learn (Larsen-Freeman & Anderson, 2011, p. 52).

A second method is TPR, which stands for Total Physical Response. In this theory, the students learn the second language acquisition as they learned their native language. The instructor gives directions and the students answer with physical responses (Celce-Murcia et al., 2014, p. 9).

Total Physical Response or TPR is a useful theory to teach ESL. This theory is an approach to teach acquisition based on the idea that the instructor has to do something physical in response to language, then learning is more meaningful, and the students learn quickly. This is useful because “after the learner internalizes an extensive map of how to target language works, speaking will appear spontaneously” (Larsen-Freeman & Anderson, 2011, p. 103). This theory is recommended especially for classes with ESL students from different language backgrounds. It will help them to get connected with their teacher and classmates. For example, if the teacher says “swim” and the students swim; the teacher says “dance” and they dance. The students have to follow the instructions according to the teacher’s movements. It is recommended to engage the students to practice in class (Celce-Murcia et al., 2014, p. 9; Larsen-Freeman & Anderson, 2011, p. 106). This is a great theory and I use it often, especially with ESL beginners. It is a way for them to listen and understand directions. For instance, I posted some pictures of parts of a house on the wall and my students had to then point to the pictures of the word I said. This is interactive and enjoyable for ESL students.

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### Summary

In summary, this review of the literature explored the importance of motivation, ESL programs and engaging pedagogy. Motivation is essential for language learning. Larrotta & Serrano used motivation to help learners feel determined and eager to learn more English skills in order to support their children with homework and to obtain a better job. They created opportunities so students feel motivated to learn ESL and establish a connection with their new ESL skills environment. Larrotta & Serrano understood that learning a new language and practicing in class makes students comfortable to use their English knowledge and “learning motivation and goals, perseverance and resilience in learning the language” (Larrotta & Serrano, 2011, p. 323). On the other hand, Gardner’s article gives us positive information about the classroom approach to support and rehabilitate gang members during their incarceration at Maryland Correctional Institution. Inmates are required to take ESL classes during their custody, “many inmates have the same philosophy about education and its power, and they also encourage ESL students to learn English and get an education” (Gardner, 2014, p. 39).

Through noncredit ESL programs offered at community colleges and ESL courses in jails and prisons, students receive very good benefits. It is important for students to take advantage of these programs. The students practice as much as possible during class time, free of charge. This is the same for the ESL students in correctional facilities. This is used to support and allow inmates to learn a new language. Upon release, they are willing to use their new skills to get jobs.

Instructors must motivate students and make sure they attend classes regularly. The instructors must prepare their lectures in an interactive way using different theories including the

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silent way, TPR and congratulating students as much as possible to keep up their enthusiasm and self-esteem. Motivating language learners to succeed is part of the instructor's job.

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## CHAPTER III THE PROJECT AND ITS DEVELOPMENT

### **Brief Description of the Project**

This field project includes a six-week curriculum that is focused on ESL high beginners. The lectures are going to be taught and PowerPoint presentations will be used.

During the first lecture, students will receive the class syllabus containing all information about the course. Students will be tested to make sure they are in the appropriate ESL class level.

During the second lecture, students will review the alphabet and personal information to refresh their memory from previous course or level. The students are going to practice speaking and listening with flashcards. In the third lecture, students will learn names for the members of the family, the verb to be and understand the subject pronoun. This will be useful because students will be able to introduce their families. For the fourth lecture, students will be learning how to describe a person. This is useful to support the description of themselves and to be able to describe another person. During the fifth lecture, students will learn the present tense. This will be useful because the practice will help them to understand the present tense in the world.

In the sixth lecture, students are going to learn the negative of the present tense (doesn't and don't). It will be useful for them so they can express whatever they like and do not like. In this study, the students are going to learn about fruit. For the seventh lecture, students will learn names of vegetables and in lecture number eight students will learn about clothes and clothing sizes. It is recommended to have real vegetables, fruit and clothes in class in order to use the TPR and silent way theories with students. These theories are very useful to learn the new language. The present tense will be included in the lessons as well.

In the ninth lecture, students are going to learn the parts of the body and names of different injuries. Students are going to practice describing or saying or identifying the different

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parts of the body and injuries with flashcards and dolls in order to understand it better. A study guide will be included in the handouts so students can be prepared to ask questions for the next class.

During the tenth lecture, students will learn about their community. Pictures of Watsonville's Downtown will be included so the instructor can use the silent way for practice. The students will be able to easily remember their vocabulary by seeing pictures of downtown. Questions about the final exam will be answered and a class review will be included in the lesson plan. In the eleventh lecture, students will learn about traffic signals in the state of California and how to follow their directions. This will help them to complete their driver's license exam. A review for the final exam will be included and all their questions will be answered as well. Every single student is going to receive an award that congratulates them for their hard work during this time. This will be useful for students to stay motivated to keep learning ESL until they become proficient in the language.

For the twelfth lesson, students will be tested to gauge their improvement. Final grades will be mailed to their homes.

The twelfth lesson will be useful for students to keep developing English as their second language. It is also important for students to learn basic English skills so they can know that as immigrants and farmworkers they have a great ability to learn a new language.

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### **Development of the Project**

I feel lucky to have begun teaching ESL without much experience or enough knowledge of the topic. The work I formed for my students created different types of activities in order to develop their understanding and learning acquisition. I used some of these activities during my noncredit lectures. Some other activities and theories were learned during Dr. Popal's lectures.

As an English learner, immigrant and Central Coast of California resident, I understand clearly the needs and motivations of the Latino immigrant community. The Latino community needs to have and feel more motivation from the instructor to learn a new language and not depend on a translator to survive.

The development of these activities is based on the new skills I learned at USF and through my teaching experience with the immigrants in the Central Coast of California from Monterey, Santa Cruz and San Benito Counties. The development of these activities and skills will improve through teaching experience.

### **The Project**

The project in its entirety can be found in the appendix.

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## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### **Conclusions**

It is official that there are more Latinos in California now than whites, but not all the Latinos are able to speak English proficiently (Panzar, 2015). It is important to take advantage of the different programs to learn English as a second language (Panzar, 2015). The Central Coast of California is an example of the high population of immigrants who work in the strawberry fields, and most of whom did not complete their high school equivalency in their hometown ("Immigrants and Education," 2016.; Zong & Batalova, 2016). They moved to this country because their dream was to become economically and socially empowered. Adaptation to a new country and language is a culture shock for most immigrants and the stress and depression this causes makes most of them have a low interest in learning English as their second acquisition. Immigrants move to the USA with dreams focused on having a better life for themselves and their families.

The purpose of this project is to motivate Latino immigrants from the Central Coast of California to frequently attend and complete ESL courses. This will help immigrants to obtain a better job and be able to communicate easily with the society. ESL instructors also have an important role with the motivation of Latino immigrants to learn English. It is important to make classes interactive, enjoyable and full of learning and enrichment activities so students feel a high enthusiasm to learn English as their second language in order to obtain better jobs and salaries to fulfill their needs. It is also important for the instructor to create a friendly classroom environment. After getting to know the teacher and classmates, students should feel comfortable talking and participating (Karaoglu, 2008).

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This project is designed especially for the immigrant Latino community that lives in the Central Coast of California. The project is supported by ideas to teach English language acquisition in an enjoyable manner, so students feel motivated to keep learning English until they become proficient. If instructors use the TPR method, the adults learning English will feel awake and excited to participate during class practice. Using the silent way, students will be actively waiting for their turn to participate in class and will learn and enjoy the lecture as well. This way, they will not need a translator for most of their doctor's appointments or needs, or even for their children's education. They will be educated, allowing themselves to be involved in different community programs without an interpreter.

### **Recommendations**

The field project curriculum is a six-week program that is recommended to be used during the winter. During the second week of January, some immigrants are returning from their hometown visits over Christmas break and their children are going back to school. My suggestion is to use this curriculum the third or fourth week of January. Throughout the 12 days and three hours for each lecture, students will be able to have better communication to survive their real-world situations. This program is focused on immigrants from the Central Coast of California, which covers Santa Cruz and Monterey counties. Normally January has rainy weather, so most of the farmworkers are not working. It is recommended to be taught during the morning since some of the adults have children. Therefore, when the children are attending regular class, the parents will be too. In this way, there are no excuses not to learn English as their second language. This method will support their family needs and real-world situations.

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If anyone is willing to use this curriculum, the author authorizes you to adopt and use it for a community program or course. This curriculum can also be used as a supplementary component for any ESL credit or noncredit course.

Finally, it is important to emphasize that the instructors are role models. It is essential to motivate students and make them feel comfortable using this material and ideas during their lectures. This curriculum will help students to start learning English as a second language.

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APPENDIX  
Curriculum Development

**Real World English: A Course Written Specifically  
for English Language Learners in California's  
Central Coast**



# Community College

## High-Beginners - English as a Second Language

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### Course Outline

**COURSE:** ESL HIGH-BEGINNERS

**DATE:** 12/9/2016

**TERM**

Winter 2017

**EFFECTIVE:**

**Number of Weeks:** 6

**Type:** Lecture

**Contact Hours/Weeks:** 6

**Course Description:**

This course of English as a second language is for students with limited oral or written English competency. It will teach students basic vocabulary to become familiar with real-world situations of personal information, family, food, clothes, health and community. This course will be focused on oral communication. Listening, speaking, reading and writing will be integrated. The present tense will be added including the affirmative, negative and short answer for question.

**Prerequisites:** Completed ESL low beginners or equivalent skills

**Grading Modes:** P – passing / NP – non-passing

**Repeatability:** Course may be repeated 3 times

**Student Learning Outcomes:**

- Ask and answer simple questions about issues that affect their daily lives (personal family, food, clothes, health, occupations and present tense).
- Write simple sentences using basic vocabulary to express positive and negative comments.
- Work together in small/big groups, participate during group discussions, oral interviews and pair activities.
- Demonstrate class and study skills necessary for success in next level.

| Hours   | Content, Student Performance Objectives  |
|---------|--|
| 3 hours | <p><b>Content: Pre-assessment</b><br/>Every student must complete the pre-assessment test to determine if they are in the right class. The results will be compared at the beginning of the course to see how much he/she learned during the 6-week program. If the student does not meet 75% of the exam, he/she will be referred to low beginners.</p> |
| 3 hours | <p><b>Content: Personal Information</b><br/>Students will review the alphabet, making introductions, giving personal information (name, address, phone number).<br/><b>Performance Objectives:</b> Students will be able to provide/give personal information in their real-life situations.</p>   |
| 4 hours | <p><b>Content: Family</b><br/>Students will be able to identify family members, explain the family relationship and express opinions about family issues.<br/><b>Performance Objectives:</b> The student will learn adjectives to describe their family.</p>   |
| 5 hours | <p><b>Content: Food</b><br/>The student will learn vocabulary related to food and state preferences for fruit and vegetables. Present tense will be included.<br/><b>Performance Objectives:</b> Student will be able to identify fruits and vegetables.</p>   |
| 5 hours | <p><b>Content: Clothes</b><br/>Identify basic clothing. Give and respond to compliments on clothing, shoes. Identify the different sizes. Present tense will be included.<br/><b>Performance Objectives:</b> Students will be able to select their own clothes.</p>  |
| 5 hours | <p><b>Content: Health</b><br/>Students will be able to identify parts of the body and tell a doctor about body pain.<br/><b>Performance Objectives:</b> Students will be able to attend a doctor's appointment and have prescriptions filled.</p>  |



|                |  |
|----------------|--|
| <b>3 hours</b> | <b>Content: Community</b><br>Describe the function of community. Students will be able to learn and follow direction with a focus on driving.<br><b>Performance Objectives:</b> Students will be able to identify basic places in their community. |
| <b>6 hours</b> | <b>Content: Present Tense</b><br>Students will be able to conjugate the present tense. Affirmative, negative and question. The verb to be will be included.<br><b>Performance Objectives:</b> Use the present tense according to their needs.      |
| <b>3 hours</b> | <b>Post-assessment</b><br>Students will be examined to see how much English they learned during the lecture. Listening, speaking, reading and writing will be included. The student must score 75% or better in order to go to the next level.     |

**Introduction of Class: Lecture #1**

9:00 am – 12:00 pm

| Objective  | Materials  |
|--|--|
| Students must complete the registration form as well as the pre-assessment exam. | <ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Syllabus</li> <li>• Pre-assessment exams</li> </ul> |

**Lesson Plan****Lecture # 1**

|          |  |
|----------|--|
| 9:00 am  | <p>Welcome the students and ask how was their morning. Congratulate them on deciding to take ESL classes and make sure to support them as much as possible. Explain step by step all the information about the class (syllabus). Make sure that all students are registered for the class. Answer their questions and clarify any confusion. Complete the registration forms as needed. Keep in mind that some students may be late, so advise them to please be on time. The students must answer:</p> <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- Where are you from?</li> <li>- Why are you learning English?</li> </ul> <p>It is recommended that the instructor tell students a little bit about him/herself in order for students to feel comfortable in class.</p> |
| 9:45 am  | Start the pre-assessment exam.   |
| 11:50 am | Stop the pre-assessment exam- collect all the materials from exam.   |
| 12:00 pm | Tell students: Have a great day and please practice what you learned today. See you in next class.   |

# California Community College

## High-beginners - English as Second Language

### Course Syllabus

**Instructor:** Martín Rodríguez-Juarez

**Office location:** TBA

**Personal E-mail:** [martinj.rodriguez@yahoo.com](mailto:martinj.rodriguez@yahoo.com)

**Office Hours:** Before or after class

**Phone Number:** (831) 689-7572 (voice and text messages only)

**Class Day/Time:** Monday and Wednesday from 9:00 am to 12:00 pm

**Classroom:** TBA

**Course Description:**

This is the first course in a series of English classes for students with a limited oral or written English competency. It will give students basic vocabulary to become familiar with real-world situations of personal information, family, food, clothes, health, community, driving directions and present tense. The oral communication will be covered. Listening, speaking, reading and writing will be integrated.

**Course objectives:**

- Use thematic vocabulary and basic grammatical structures studied to communicate in English during classroom activities.
  - Ask and answer simple questions about issues that affect their daily lives (personal information, family, food, clothes, health, community and present tense)
  - Write simple sentences using thematic vocabulary to express likes, dislikes, personal experiences, etc.
  - Apply thematic vocabulary and basic grammatical structures in real word situations.
  - Demonstrate class and study skills necessary for success in next level.
-

**Required text/ readings**

- Bilingual dictionary, English/your native language
- Electronic translators are acceptable
- Flashcards

**Assignments & Projects**

- Homework/Assignment is optional, but all students should set aside time daily to review vocabulary, study notes and practice reading, writing and speaking in English.
- Homework that is turned in will be corrected and returned by the following class session.
  - Some of the assignments will be distributed on handouts.
  - It is your responsibility to do the homework/assignments.
  - Some assignments **MAY NOT be collected**, but it's your responsibility to complete it before entering to class.
  - Feel free to call me, text me, or E-mail me for additional questions about the assignments and projects.
  - Late papers will be denied

**Tests**

- The pre-assessment exam will be administered at the beginning and end of every semester in order to monitor student progress in English. Unit and vocabulary exam will also be administered on a regular basis, but these are for benefit of the students so that they may see how well they are mastering the course material and to inform the teacher's instruction.

**Classroom Protocol**

- Guests – Sorry no guests, children, dogs, cats, fish, mice, etc.
  - Class will begin on time. Attendance will be taken on daily basis during class. Please arrive on time. While there are some legitimate reason for periodically coming late, please make it a point to be on time. Be respectful to those in class if you do come in late. Enter quietly and do not walk in front of class speaker, whether it is the instructor or another individual.
-

- All electronics devices such as cell phone, iPods and Blackberrys need to be off and put away. If you are waiting for an important call that you need to attend to please inform the instructor before class. If your cell phone rings/vibrates during class and/or you are texting messages in class, you will have to bring snacks/drinks for the entire class the next class meeting.

**Attendance**

- Attendance is very important, so don't miss any lecture. Good attendance is important to learn English, and it ensures that we will be able to continue offering classes.

**Grading**

- The results from the final exam will be used as the final grade.

**Accommodation Statement**

- Students requiring special services or arrangements because of hearing, visual, or other disability should contact their instructor, counselor, or the Disabled Students Services Office.

**Vocational Education Statement**

- Occupational/Vocational Students-Limited English Language skills will not be a barrier to admittance to and participation in Vocational Educational Programs.

**Student Honesty Policy Statement**

- Students are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in disciplinary action which may include recommendation for dismissal.

**Student Behavior**

- Students attending this class are here to learn. If you are disruptive in any way, you will be asked to leave the class and speak with the Dean before you return.
-

**This schedule is subject to change. Students will be notified of schedule changes.**

| <b>Session</b> | <b>Content</b>   |
|----------------|--|
| Lesson # 1     | <ul style="list-style-type: none"> <li>• Welcome, Introduction &amp; registration</li> <li>• Pre-assessment</li> </ul> |
| Lesson # 2     | <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Give personal information</li> </ul>                      |
| Lesson # 3     | <ul style="list-style-type: none"> <li>• The family</li> <li>• Present tense of to be</li> </ul>                       |
| Lesson # 4     | <ul style="list-style-type: none"> <li>• Describe people</li> <li>• Review of verb to be</li> </ul>                    |
| Lesson # 5     | <ul style="list-style-type: none"> <li>• Present Tense</li> </ul>  |
| Lesson # 6     | <ul style="list-style-type: none"> <li>• Fruit</li> <li>• Negative Present Tense</li> </ul>                            |
| Lesson # 7     | <ul style="list-style-type: none"> <li>• Vegetables</li> <li>• Present Tense</li> </ul>                                |
| Lesson # 8     | <ul style="list-style-type: none"> <li>• Clothes</li> </ul>  |
| Lesson # 9     | <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Injuries</li> </ul>                              |
| Lesson # 10    | <ul style="list-style-type: none"> <li>• Community</li> <li>• Class review</li> </ul>                                  |
| Lesson # 11    | <ul style="list-style-type: none"> <li>• Directions &amp; maps</li> <li>• Class review</li> </ul>                      |
| Lesson # 12    | <ul style="list-style-type: none"> <li>• Post-assessment</li> </ul>  |

## REGISTRATION FORM

|  |                                  |                          |                 |                     |   |
|--|----------------------------------|--------------------------|-----------------|---------------------|---|
| Today's Date:  |                                  |                          |                 |                     |   |
| <b>STUDENT INFORMATION</b>   |                                  |                          |                 |                     |   |
| Student's last name:   |                                  | First:                   | Middle:         | Marital status:     |   |
| Is this your legal name?<br><input type="radio"/> Yes <input type="radio"/> No | If not, what is your legal name? | Former name:             | Birth date:     | Age:                | Sex:<br><input type="radio"/> M <input type="radio"/> F |
| Address: [Address/ P.O Box, City, ST ZIP Code]                                 |                                  |                          |                 |                     |   |
|  |                                  | Home phone no.:          |                 | Cell phone no.:     |   |
| Occupation:  |                                  | Employer:                |                 | Employer phone no.: |   |
| <b>IN CASE OF EMERGENCY</b>  |                                  |                          |                 |                     |   |
| Name of local friend or relative (not living at same address):                 |                                  | Relationship to patient: | Home phone no.: | Work phone no.:     |   |
| The above information is true to the best of my knowledge.                     |                                  |                          |                 |                     |   |
| Signature _____  |                                  |                          | Date _____      |                     |   |

# Pre-Assessment Test Administration Packet

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## Directions

**Assessment Specialist and helper(s) always have to be present during the assessment.**

1. **Start** - As soon as the clock marks 6:00 pm close the doors and wait 5 more minutes. In case the students are having issues with the parking. Start reading the rules and procedures.
    - a. Allow adequate space between students.
    - b. Make sure students turn off their cell phones.
    - c. Hand out the test booklets. Tell the students to use the handout for their answers. Make sure the students write their personal information clearly in their exam.
  2. **Rules & Procedures** – read the rules and procedures to the students and make sure they understand all the process of the exam. Make sure all the students wrote their personal information clearly and understandable in their answer sheet. Please read:
    - a. **Purpose** - The purpose of this assessment test is to evaluate your English knowledge for this ESL level.
    - b. **Answers** - The answers have to be written on your exam
    - c. **Writing** – Explain that for their writing they have write 2 sentences for each picture.
    - d. **Time** - This assessment will take 2 hours and 5 minutes.
    - e. **Questions** – make sure to answer students’ questions before opening the handouts.
    - f. **Open the handout** – tell students to open handout and turn to page. Listen carefully before selecting their answers.
    - g. Make sure to write on the board “START” and write the time that test started and “STOP” when they have to finish it. Remember that this exam is going to take 2 hours and 5 minutes.
-



3. **Listening** — Play every audio track twice. Give them five minutes to complete each listening scrip. If the audio track is not working for any reason, the Assessment specialist and helper will be reading the conversation. Both conversations are below. Make sure you read clearly and understandably.

**John and Pancho**

**John:** Hi. My name's John. Nice to meet you.  
**Pancho:** Nice to meet you, too. My name is Francisco.  
**John:** What?  
**Pancho:** Francisco, but all my friends and family call me Pancho.  
**John:** Okay, Pancho. So, tell me about your family.  
**Pancho:** Well, I have a big family. I have six brothers and six sisters in Mexico.  
**John:** Really? That is a big family. So are you the oldest?  
**Pancho:** No. I'm the second oldest in my family.  
**John:** So, is your family here? What is their occupation?  
**Pancho:** No, they are in Mexico. My father is an Uber driver in Mexico City. It's a hard job, but he works hard to support my brothers, sisters and mother as well.  
**John:** How about your mother?  
**Pancho:** She runs a little store there, and my brothers and sisters help her as well.  
**John:** What kind of store?  
**Pancho:** We mainly sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people buy every day.  
**John:** Great! Nice to talk to you about your family Pancho. Have a great day!  
**Pancho:** Thanks to you.

4. **Reading, grammar and writing** — As soon as you finished the listening part make sure to walk around the classroom to make sure the students are working in the reading, grammar or writing. Inform the students that someone will be interviewing them individually for their oral exam.
5. **Oral exam** - Introduce yourself, engage your students in friendly conversation before you begin. Explain that the purpose of the assessment is placement and not an examination. As you can see the questions start easy then harder and harder. If the student does not understand the questions, please stop and send them back to the classroom to complete the rest of the assessment test.
- a. Correct response - if the students answer in a complete sentence please give them 1 point.

- b. No answer – if the students do not understand the questions give them 0. Thank and send them back to the classroom.

6. **Writing – Select only one topic.**

7. **Conclusion** - Before the students leave, make sure that completed their oral exam. Wish them good luck!

## Answer Key

- |                                  |             |                          |
|----------------------------------|-------------|--------------------------|
| 1. Answers will vary             | 16. back    | 34. Center or right turn |
| 2. Answers will vary             | 17. neck    | 35. Right turn           |
| 3. Answers will vary             | 18. chest   | 36. Center or left turn  |
| 4. Answers will vary             | 19. stomach | 37. uses                 |
| 5. Answers will vary             | 20. arms    | 38. goes                 |
| 6. Answers will vary             | 21. hands   | 39. publishes            |
| 7. B                             | 22. leg     | 40. studies              |
| 8. A                             | 23. feet    | 41. pays                 |
| 9. Apples (order will vary)      | 24. are     | 42. answers will vary    |
| 10. Bananas (order will vary)    | 25. aren't  | 43. answers will vary    |
| 11. Oranges (order will vary)    | 26. isn't   | 44. answers will vary    |
| 12. Fish (order will vary)       | 27. is      | 45. answers will vary    |
| 13. Grapes (order will vary)     | 28. is      | 46. answers will vary    |
| 14. Tangerines (order will vary) | 29. socks   | 47. A                    |
| 15. Apricots (order will vary)   | 30. dress   | 48. D                    |
|                                  | 31. jeans   | 49. C                    |
|                                  | 32. shirt   | 50. C                    |
|                                  | 33. shoes   |                          |

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# PRE-ASSESSMENT TEST

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Please do not open the handout until instructed

## Pre-Assessment Test

Instructor: \_\_\_\_\_ Name: \_\_\_\_\_  
 Results: \_\_\_\_\_ Class: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Complete the application with your current personal information**

|                       |                         |
|-----------------------|-------------------------|
| 1. Last Name<br>_____ | 2. First Name:<br>_____ |
| 3. Address<br>_____   | 4. City<br>_____        |
| 5. State<br>_____     | 6. Zip Code<br>_____    |

**Read the article and complete the questions. Circle the correct answer.**

### My work experience

Felipe works in Watsonville. He lives in Santa Cruz. He has to ride the bus to work during the weekdays. It usually takes him between 20 to 30 minutes to get to work. He works from 10:00am to 6:00pm. He is lucky because there is not much traffic. During the weekend, Felipe takes his family to ride horses. It is a way for them to relax.

7. How does Felipe get to work?

- a. He goes to school.
- b. He takes the bus.
- c. He rides a horse.
- d. It does not say it.

Next page

8. What are the activities for the Saturday and/or Sunday?

- a. His family rides horses
- b. His family takes the bus
- c. From Watsonville to Santa Cruz
- d. They get relaxed.

**Read the article and complete the questions. Circle the correct answer.**

### The grocery bag is empty

Mohammed is at the supermarket, and he is upset. He has to buy a little coffee, sugar, tomatoes, onions, garlic, carrots, apples, bananas, oranges, a little rice, a little cheese. He does not buy fish because it is really expensive. He does not buy grapes, tangerines or apricots also. He does not buy very much meat.

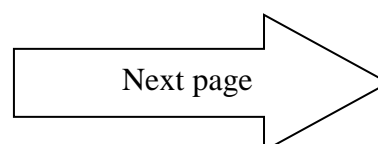
Mohammed just spent sixty dollars. Now, he is walking out of the supermarket with only a bag with a few groceries. No wonder he's upset.

Write the fruit that Mohammed buys at the supermarket.

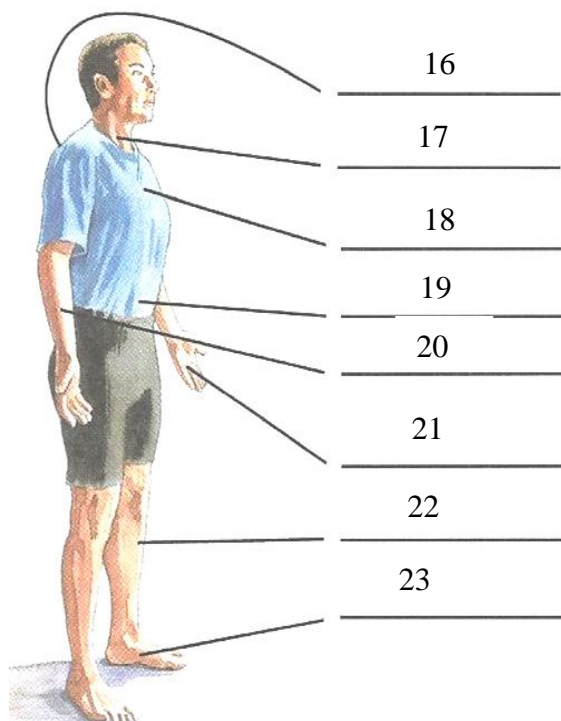
|    |     |     |
|----|-----|-----|
| 9. | 10. | 11. |
|----|-----|-----|

Write the items that Mohammed does not buy.

|     |     |
|-----|-----|
| 12. | 13. |
| 14. | 15. |



Use the words from the boxes to label the pictures.



Arms

Back

Chest

Legs

Stomach

Hands

Foot (feet)

neck

16. \_\_\_\_\_

20. \_\_\_\_\_

17. \_\_\_\_\_

21. \_\_\_\_\_

18. \_\_\_\_\_

22. \_\_\_\_\_

19. \_\_\_\_\_

23. \_\_\_\_\_

Next page

**Complete the sentences with is, isn't, are or aren't according to the sentence.**

24. Bees \_\_\_\_\_ insects.

27. A rabbit \_\_\_\_\_ an animal.

25. Carrots \_\_\_\_\_ animals.

28. Hollister \_\_\_\_\_ a city.

26. Gilroy \_\_\_\_\_ a country.

**Match**

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| Dress | Jeans | Socks | Shoes | Shirt |
|-------|-------|-------|-------|-------|

29.



\_\_\_\_\_

30.



\_\_\_\_\_

31.



\_\_\_\_\_

32.



\_\_\_\_\_

33.



\_\_\_\_\_

Next page



**Match the traffic signals**

|                                |  |                                 |  |               |
|--------------------------------|--|---------------------------------|--|---------------|
| CENTER OR<br>LEFT TURN<br>LANE |  | CENTER OR<br>RIGHT<br>TURN LANE |  | RIGHT<br>TURN |
|--------------------------------|--|---------------------------------|--|---------------|

34.



35.



36.



**Use the present tense to complete the affirmative present tense.**

37. Rosa \_\_\_\_\_ (use) a tablet a school.

40. Ramiro \_\_\_\_\_ (study)  
medicine.

38. Francisco \_\_\_\_\_ (go) to the university.

41. Sandra \_\_\_\_\_ (pay) the  
tickets.

39. Josefina \_\_\_\_\_ (publish) novels.

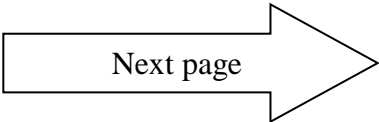
Next page

Handout for the interviewer only

## Oral Exam

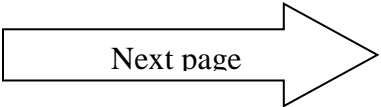
Ask the questions to the student. The student has to answer each question in order to get 1 point. If he/she does not get it, please add zero to it. Feel free to ask the question twice.

| Question                                  | Rating |
|---|--------|
| 42. What is your name?                    | _____  |
| 43. Where are you from?                   | _____  |
| 44. How long have you lived in this city? | _____  |
| 45. What kind of job do you do?           | _____  |
| 46. Why do you want to study English?     | _____  |

Next page

**Listening script # 1** – Listen to the conversation about *John and Pancho*. Make sure to circle your answers.

47. Where is Pancho from?
- a. Mexico City
  - b. Paraguay
  - c. Peru
  - d. Portugal
48. How many brothers and sisters does Pancho have?
- a. 10
  - b. 11
  - c. 12
  - d. 13
49. What is his father's job?
- a. Business owner
  - b. Dentist
  - c. Taxi driver
  - d. Police officer
50. What does his mother do?
- a. She owns a beauty salon.
  - b. She runs a small family store.
  - c. She works at a bread shop.
  - d. She works at a hospital.



Next page

Write two complete sentences to describe each picture.



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**Please stop!**

**If you still have time, please check your answers.**

**Personal Information: Lecture #2**

9:00 am – 12:00 pm

| Objective   | Materials   |
|---|---|
| Students must review the alphabet, be able to make their own introductions & give personal information. | <ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Flashcards – personal information</li> <li>• PowerPoint with the audio for activities</li> </ul> |

**Lesson Plan****Lecture # 2**

|          |  |
|----------|--|
| 9:00 am  | Lecture #1: Welcome the students and ask them how are they doing. Please smile and make them feel confident. Start the introduction of the class. Clarify with the students that this lecture is just a review from their previous level. Use the PowerPoint and practice the alphabet. The last slides are to show them how we actually use the alphabet without knowing it.  |
| 10:15 am | Practice the alphabet, using the sheet, in groups of two or three.   |
| 10:30 am | Break  |
| 10:45 am | <p>Lecture #2: Personal Information - This is just a review. Review with students personal information. Play the audio included in the PowerPoint slides or read it to them so students can practice their listening and speaking skills.</p> <p><b>Barack Obama</b> - It is very important for all of us to know a little bit about the last president of the United States of America, since he is representing this nation. His full name is Barack Obama. He is the first African-American president of this nation. He lives in the White House located at 1600 Pennsylvania Ave. North West Washington, DC. He is also young. He is 54 years old. Now that you know more about him, please share your knowledge.</p> |

|          |   |
|----------|---|
|          | <p><b>Carmen Aristegui</b> – It is important for all of us to watch, read or listen to the news to see what is happening around the world. Mexico has a famous journalist. Her name is Carmen Aristegui. She is only 52 years old. Most of the Mexicans recognize her as an important broadcaster.</p> <p><b>Mario Moreno</b> - If you were born in Mexico, I know for sure that you heard about cantinfladas. Yes, I am talking about Mario Moreno, who everyone knows as Cantinflas. He was born on August 12, 1911. He would be 105 years old, but he passed away a few years ago.</p> <p><b>Don Francisco</b> - Do you know who Mario Luiz Kreutzberguer is? I know that you him. He is Don Francisco. He was born in Chile and did a TV show for many years. He is 75 years old. Now, you know his real name.</p> <p><b>Evita Muñoz</b> - Mexico has a very good history of films. There was an actress born on November 26, 1936. She started acting as a little girl. She did movies with Pedro Infante. Her name is Evita Muñoz, but her nick name is Chachicha. She passed away in 2016 when she was 79 years old.</p> <p>Print the slides with real personal information and post them around the classroom. Ask the students individually in TPR format.</p> <p>Finally, pass out the flashcards and make sure students practice the questions and answers with all classmates. Please make sure to switch the flashcards as soon as they have finished.</p> |
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class.   |

# THE ALPHABET

|   |   |   |   |   |
|---|---|---|---|---|
| A | B | C | D | E |
| F | G | H | I | J |
| K | L | M | N | O |



P Q R S T  
U V W X Y  
Z

## TODAY WE USE THE ALPHABET....



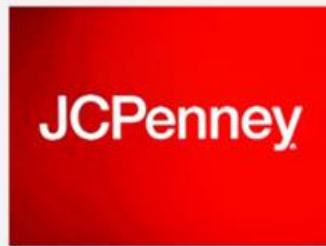
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| your<br>face<br>here | NAME:       |
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|                      | HAIR COLOR: |



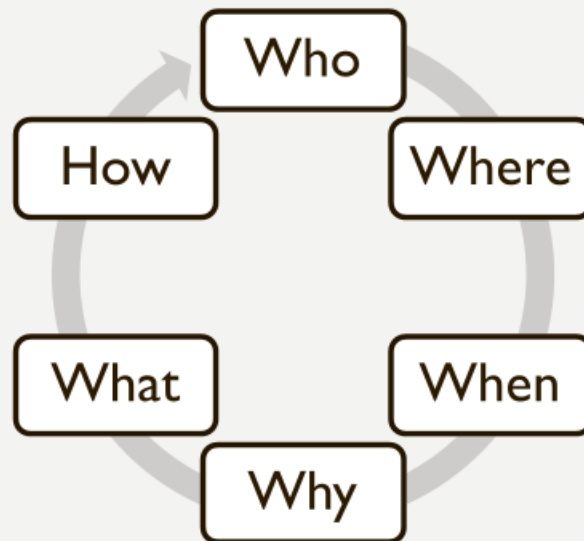
**metroPCS**  
Wireless for All.

WWW





**HONDA**  
CR-V



511-28-1926

763-2816

831

California

Hollister

12 San  
Benito St

Garcia

Felipe

321-45-6789

768-0301

831

95076



CA

Watsonville

123 Main  
St

Ramirez

# Carlos

## Personal Information



- ▶ 1. What's his name?
- ▶ his name is Barack
- ▶ 2. What's his last name?
- ▶ his last name is Obama.
- ▶ 3. What's his address?
- ▶ his address is 1600  
Pennsylvania Ave. NW  
Washington DC.
- ▶ 4. How old is he?
- ▶ He is 54 years old.

- ▶ What is her full name?
- ▶ Her name is Carmen Aristegui.
- ▶ Where is she from?
- ▶ She is from Mexico.
- ▶ What is her occupation?
- ▶ She is a journalist.
- ▶ How old is her?
- ▶ She is 52 years old.



1. What's her name?  
Her name is Evita
2. What's his last name?  
Her last name is Muños.
3. What's her nickname?  
Her nickname is Chachita
4. What's her DOB?  
Her DOB is November 26, 1936
5. How old is Chachita?  
She's 79 years old. y/o

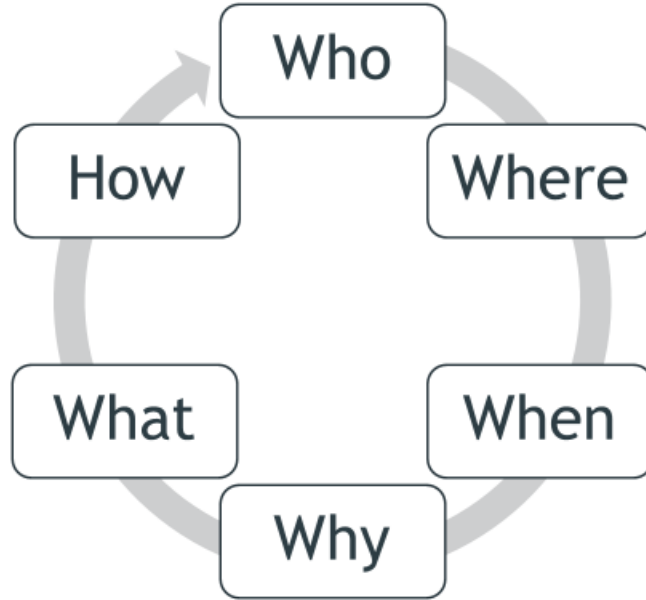




- ▶ What is his name?
- ▶ His name is Mario Luis Kreutzberger.
- ▶ What is his artistic name?
- ▶ His artistic name is Don Francisco.
- ▶ Where is Don Francisco from?
- ▶ He is from Chile.
- ▶ How old is he?
- ▶ He is 75 years old.



1. What's his name?  
his name is Mario
2. What's his last name?  
his last name is Moreno.
3. What's his nickname?  
his nickname is Cantinflas
4. What's his DOB?  
His DOB is August 12, 1911



## Personal Information

A: What is your name?  
B: My name is \_\_\_\_\_

A: What is your last name?  
B: My last name is \_\_\_\_\_

A: What is your address?  
B: My address is \_\_\_\_\_

A: What is your phone number?  
B: My phone number is \_\_\_\_\_

A: What is your state?  
B: My state is \_\_\_\_\_

A: What is your social security  
number?  
B: My social security number is \_\_\_\_

A: What is your DOB?  
B: My DOB is \_\_\_\_\_

A: Where do you live?  
B: I live in \_\_\_\_\_

A: Where were you born?  
B: I was born in \_\_\_\_\_

A: What is your nickname?  
B: My nickname is \_\_\_\_\_  
B: I don't have a nickname.

A: What is your gender?  
B: I am male/female

A: How old are you?  
B: I'm \_\_\_\_\_ years old.



The Alphabet

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

### Family & Present Tense of “to be”: Lecture #3

9:00 am – 12:00 pm

| Objective   | Materials  |
|---|--|
| <p>Students must learn names for members of the family.</p> <p>Students will be taught the affirmative present tense.</p> | <ul style="list-style-type: none"> <li>Flashcards with “to be”</li> <li>Worksheet with subject pronouns</li> </ul> |

### Lesson Plan

#### Lecture # 3

|          |  |
|----------|--|
| 9:00 am  | Lecture #1: Welcome the students and ask them how are they doing. Please smile and make them feel excited to be in class. Present tense to be - Please use the lecture by PowerPoint. Explain the subject pronouns and the verb to be. Next, pass the flashcards and make groups of 3 students. Practice with the flashcards. The instructor should walk around the classroom to see if students are understanding or to support student’s needs.  |
| 10:15 am | Break  |
| 10:30 am | Lecture #2: The instructor should draw a family’s kinship on the board with his/her family information or pictures. The instructor should say, “this is the husband and this is the wife. There are the children. This is the son and this is the daughter”. Students will understand the topic is family members. Show the slides from the PowerPoint. Make sure students practice enough in order to go to the next step. Ask students to give you information about their family to see if they understand. |
| 11:30 am | Game: Write a name of a family member and pick a student to write the opposite. For example, if the instructor writes “husband” the student must write “wife”.   |
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class.  |

# Subject Pronouns

Martín J. Rodríguez

## Subject Pronouns

**I**  
**You**  
**He**  
**She**  
**It**  
**We**  
**They**

## Subject Pronouns

Watsonville is very small. It is in California.

My brother is married. He is very happy.

My parents are in Mexico. They are in Michoacan.

My wife is at work. She is busy

Mexico and USA are countries. They are in North America

## Subject Pronoun

|          |     |        |      |
|----------|-----|--------|------|
| Singular | I   | Plural | We   |
|          | You |        | You  |
|          | He  |        | They |
|          | She |        |      |
|          | It  |        |      |

## Verb *to be*

|          |         |
|----------|---------|
| I am     | I'm     |
| You are  | You're  |
| He is    | He's    |
| She is   | She's   |
| It is    | It's    |
| We are   | We're   |
| They are | They're |

## Sentences

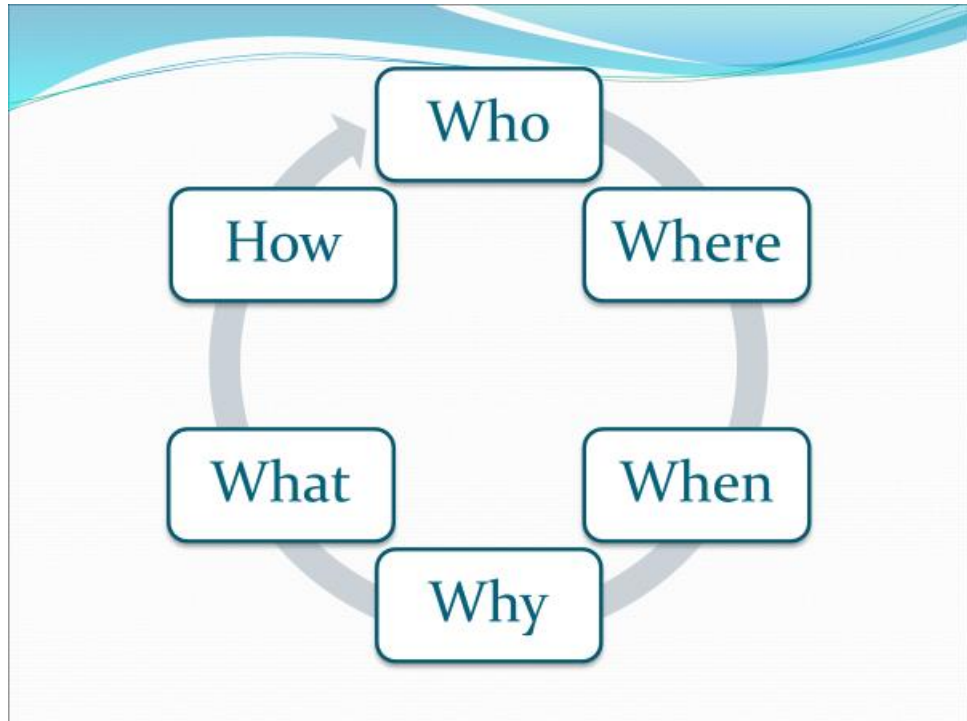
- I'm in California.
- You're my best friend.
- He's a good student.
- She's a doctor.
- They're thirsty.
- We're happy.
- They're sad.

## Let's practice

- I am happy.
- It is hot.
- He is handsome.
- We are old.
- She is a student.
- They are my friends.
- He is my friend.
- You are sad.

## Contractions

- I am → I'm
- You are → You're
- He is → He's
- She is → she's
- It is → It's
- We are → We're
- They are → They're



## Subject Pronouns

Fill in each blank with the correct pronoun.

Example: Raquel and Rolando are students. They are students.

1. The paper is lost. \_\_\_\_\_ is lost.
  2. Julio is a teacher. \_\_\_\_\_ is a teacher.
  3. My sister is in her room. \_\_\_\_\_ is in her room.
  4. My cousin and I like baseball games. \_\_\_\_\_ like baseball games.
  5. Jorge is a hard worker. \_\_\_\_\_ is a hard worker.
  6. Tom and Jerry aren't friends. \_\_\_\_\_ aren't friends.
  7. Maria is a nice dancer. \_\_\_\_\_ is a nice dancer.
  8. Your English is very good. \_\_\_\_\_ is very good.
  9. Lucila and Esmeralda are sisters. \_\_\_\_\_ are sisters.
  10. Guadalajara is in Jalisco. \_\_\_\_\_ is in Jalisco.
  11. Morelia and Guadalajara are in Mexico. \_\_\_\_\_ are in Mexico.
  12. Carina and Elva are my best friends. \_\_\_\_\_ are my best friends.
  13. Josefina is my English teacher. \_\_\_\_\_ is my English teacher.
  14. Diana is a nurse. \_\_\_\_\_ is a nurse.
  15. Spanish is a difficult language. \_\_\_\_\_ is a difficult language.
  16. Portuguese and Spanish are very similar. \_\_\_\_\_ are very similar.
  17. Lucila, Jorge and I are in San Francisco. \_\_\_\_\_ in San Francisco.
  18. Ricardo is hungry. \_\_\_\_\_ is hungry.
  19. The traffic is really heavy. \_\_\_\_\_ is really heavy.
  20. Francis is the Pope. \_\_\_\_\_ represents the catholic community.
-



I am happy.

You are sad.

He is excited.

She is a student.

It is a hot day.

I'm excited.

We are young.

You're happy.

---

They are my  
friends.

He's young.

She's a student.

It's a hot day.

They're friends.

We're young.

I am happy.

I am happy.

---



| Male        | female      | Male or female |
|-------------|-------------|----------------|
| Grandfather | Grandmother | Cousin         |
| Father      | Mother      |                |
| Brother     | Sister      |                |
| uncle       | aunt        |                |

| Female        | Male           |
|---------------|----------------|
| Mother-in-law | Father-in-law  |
| Wife          | Husband        |
| Daughter      | Son            |
| Sister-in-law | Brother-in-law |
| Niece         | Nephew         |

## PRACTICE

- HOW MANY SISTERS AND BROTHERS DO YOU HAVE?
- DO YOU HAVE CHILDREN?
- WHAT IS THE MOST POPULAR AGE FOR WOMEN AND MEN IN YOUR COUNTRY TO MARRY?
- DO YOU HAVE A SMALL FAMILY? OR BIG FAMILY?

**Describe People & Review Verb “to be”: Lecture #4**

9:00 am – 12:00 pm

| Objective  | Materials   |
|--|---|
| Students will learn how to describe a person and review family members. The verb “to be” will be included. | <ul style="list-style-type: none"> <li>• Present tense of “to be”</li> <li>• PowerPoint to describe people</li> <li>• Matching sentences games</li> </ul> |

**Lesson Plan****Lecture # 4**

|          |  |
|----------|--|
| 9:00 am  | Warm-up – Welcome the students and ask them how was their day. Please smile and make them feel happy to be in class. Pass out the worksheets with present tense “to be”. Give them about 10 minutes and make sure they complete everything. Then review the answers with them.   |
| 9:30 am  | Lecture #1: Describe members of the family. Use the PowerPoint about describing family. Go over with students.   |
| 10:45 am | Break  |
| 11:00 am | Game: Make groups of four students and pass out the handouts. Place the small labels (vocabulary) on the left. The matching sentences with specific vocabulary will be set on the right. Place the small labels and the sentences facing down on the table, turn one small label over at a time and read it. Then choose one from the sentences to find a matching vocabulary word. If there is no match, both labels will be turned back over for the next student. If a student chooses the correct vocabulary word with the correct sentence, they get to keep the pair. Student must keep the word and sentence. When everything is over, start again. |
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class.  |

## To be

Please practice the verb “to be”

Write the correct form of the verb “to be” in present tense.

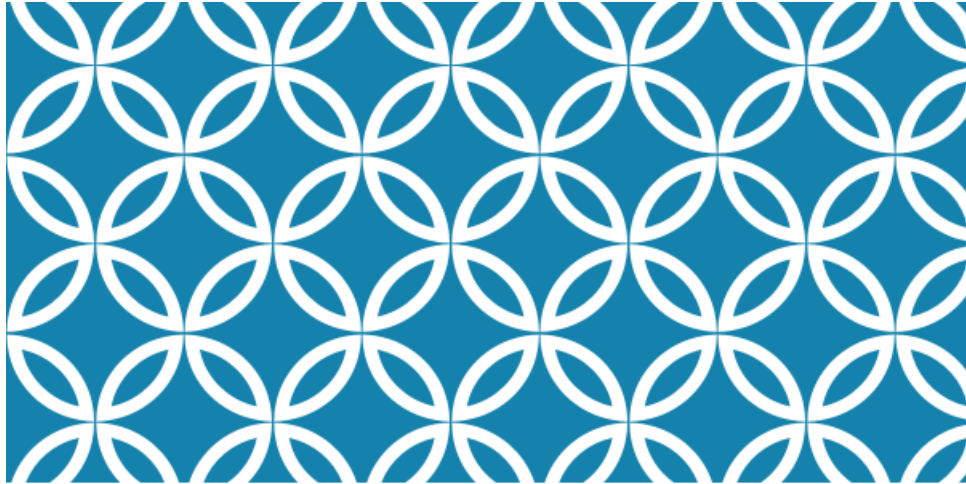
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**Example: I (be) I'm happy.**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1) I (to be) _____ a nice friend. | 9) He (to be) _____ from Mexico. |
| 2) I (to be) _____ hungry.        | 10) She (to be) _____ a student. |
| 3) I (to be) _____ late!          | 11) You (to be) _____ nice.      |
| 4) I (to be) _____ early.         | 12) We (to be) _____ sleepy.     |
| 5) I (to be) _____ full.          | 13) They (to be) _____ funny.    |
| 6) He (to be) _____ cool.         | 14) You (to be) _____ a teacher. |
| 7) She (to be) _____ pretty.      | 15) We (to be) _____ students.   |
| 8) It (to be) _____ fast.         |                                  |

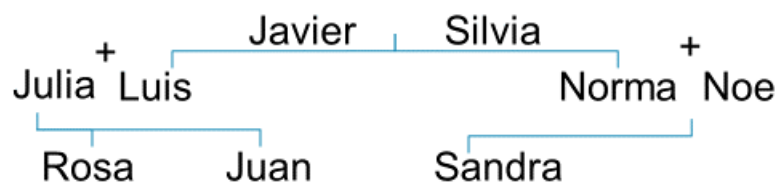
**We will use nouns instead of pronouns.**

- 16) Juan (to be) \_\_\_\_\_ excited.
  - 17) Tiffany and Irma (to be) \_\_\_\_\_ my friends.
  - 18) Ricardo, Oscar and I (to be) \_\_\_\_\_ watching a movie.
  - 19) Daniela (to be) \_\_\_\_\_ kind.
  - 20) Alisa (to be) \_\_\_\_\_ young.
  - 21) The hammer (to be) \_\_\_\_\_ new.
  - 22) Jose and Maria (to be) \_\_\_\_\_ cooking dinner.
  - 23) Rachel (to be) \_\_\_\_\_ driving to school.
  - 24) Nicolas and Julia (to be) \_\_\_\_\_ playing at the park.
  - 25) The students (to be) \_\_\_\_\_ studying English.
  - 26) The test (to be) \_\_\_\_\_ hard.
  - 27) My best friend (to be) \_\_\_\_\_ coming to my house.
-



## DESCRIBE PEOPLE

Martin J. Rodríguez



Javier is 85 years old. He is the elderly person in the family.

Norma is 38 years old. She is a middle aged person.

Juan is 21 years old. He is very young man.

## APPEARANCE DESCRIPTION

| Women     | Men      |
|-----------|----------|
| Beautiful | handsome |

She is beautiful.

He is handsome.

Vs.

He is ugly.

## PHYSICAL DESCRIPTION

He is a tall man.

<https://morquefile.com/search/morquefile/1/tall%20man/pop>

He is an average height man.

<https://morquefile.com/search/morquefile/1/tall%20man/pop>

He is a short man.

<https://morquefile.com/search/morquefile/1/tall%20man/pop>





FELIX IS A **DEAF** MAN.



SHE IS A **BLIND** PERSON.



## CLASS REVIEW

| Blind          | Deaf           | Fat      |
|----------------|----------------|----------|
| Short          | Tall           | Elderly  |
| Young          | Middle aged    | Short    |
| Average height | Heavy          | Handsome |
| Slender        | Average weight | Thin     |
| Beautiful      |                |          |

## LISTEN AND REPEAT

Juan is short and thin. He's elderly.

Roberto is handsome. He's with Nora.

Nora is beautiful. She's with Roberto.

Nora is a young woman.

Sandra is average height. She's with Juan.

Mayra is middle aged. She's happy.

## Describing People

|                |  |                                   |
|----------------|--|-----------------------------------|
| Elderly        |  | Javier is an elderly man.         |
| Middle aged    |  | Norma is a middle aged woman.     |
| young          |  | Juan is a young man.              |
| Beautiful      |  | My wife is beautiful.             |
| Handsome       |  | My husband is handsome.           |
| Short          |  | His name is Juanito. He is short. |
| Average height |  | Ramon has an average height.      |
| Tall           |  | Mr. Jirafales is a tall teacher.  |
| Thin/slender   |  | Mayra is a thin woman.            |
| Average weight |  | Patricia has an average weight.   |
| Fat            |  | Manuel is a fat man.              |
| Obese          |  | Ñoño is an obese boy.             |
| Deaf           |  | I have a deaf friend.             |
| Blind          |  | She is a blind person.            |

**Present Tense: Lecture #5**

9:00 am – 12:00 pm

| Objective   | Materials  |
|---|--|
| Students will learn to conjugate the affirmative present tense. | <ul style="list-style-type: none"> <li>• My family worksheet</li> <li>• PowerPoint – present tense</li> <li>• Present tense worksheet</li> </ul> |

**Lesson Plan****Lecture # 5**

|          |   |
|----------|---|
| 9:00 am  | Warm-up – Welcome the students and ask them how was their day. Please smile and make them feel confident. Students must complete the sentences describing their family members. Give them about 15 minutes, then go over it with them. It is important to not correct them very much. We want their self-esteem to be high. |
| 9:30 am  | Lecture #1: Use the PowerPoint to go over the present tense. Interact with the students as much as possible with slides 11 and 12. Make sure the students understand or have an idea about the present tense in order to complete the worksheet. Also, make sure students understand the verbs in their native language.    |
| 10:45 am | Break   |
| 11:00 am | Pass out the present tense worksheet and make sure the students interact with each other. Give them enough time to complete it. Finally, review it with them.   |
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class.   |

## My family

Complete the sentences using the vocabulary below.

|         |                |       |             |
|---------|----------------|-------|-------------|
| Blind   | Deaf           | Fat   | Short       |
| Tall    | Elderly        | Young | Middle-aged |
| Short   | Average height | Heavy | Handsome    |
| Slender | Average weight | Thin  | beautiful   |


Example: My brother is young.

1. My father-in-law is \_\_\_\_\_.
  2. My mother-in-law is \_\_\_\_\_.
  3. My wife is \_\_\_\_\_.
  4. My daughter is \_\_\_\_\_.
  5. My son is \_\_\_\_\_.
  6. My sister-in-law is \_\_\_\_\_.
  7. My brother-in-law is \_\_\_\_\_.
  8. My niece is \_\_\_\_\_.
  9. My nephew is \_\_\_\_\_.
  10. My grandfather is \_\_\_\_\_.
  11. My grandmother is \_\_\_\_\_.
  12. My cousin is \_\_\_\_\_.
  13. My father is \_\_\_\_\_.
  14. My mother is \_\_\_\_\_.
  15. My uncle is \_\_\_\_\_.
  16. My aunt is \_\_\_\_\_.
-



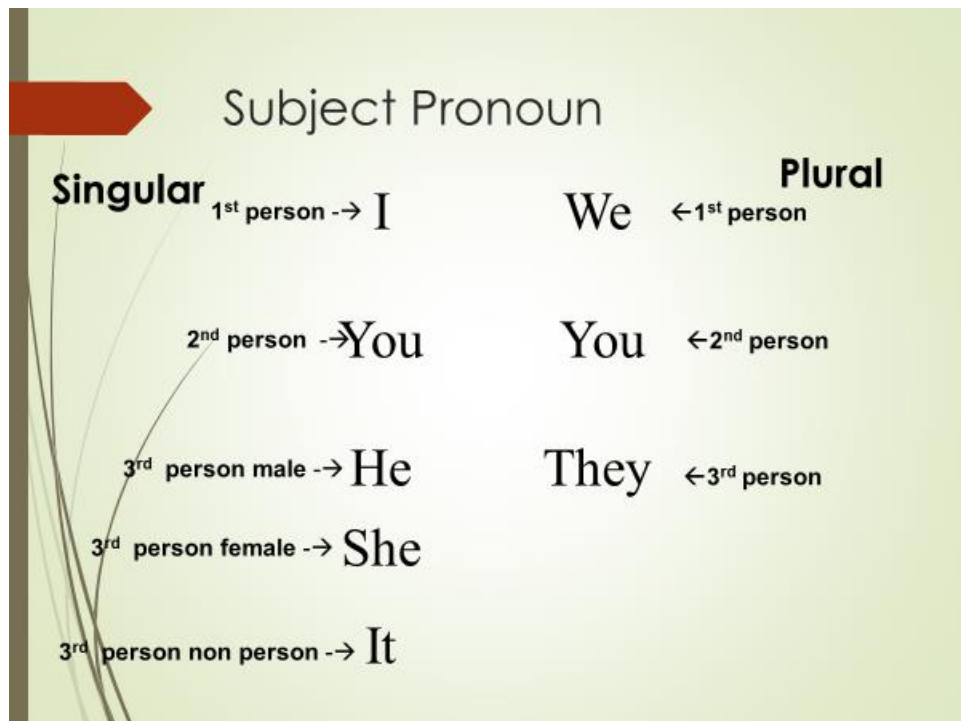
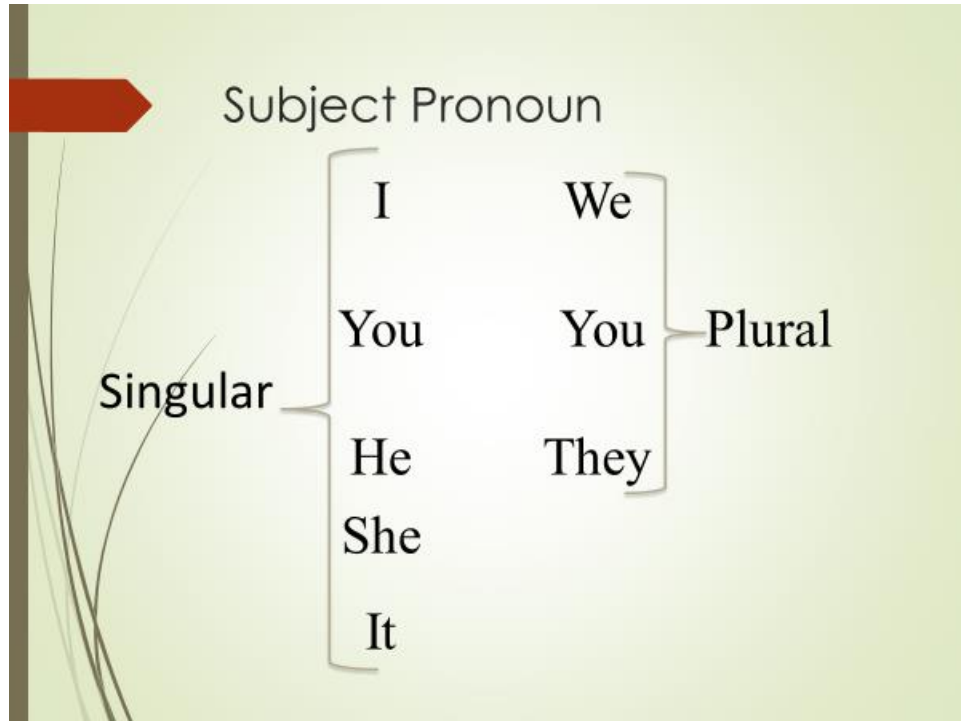
# Simple Present Tense

Martin J. Rodriguez



## Subject Pronouns

**I**  
**You**  
**He**  
**She**  
**It**  
**We**  
**They**



## Simple Present Tense

- The simple present tense describes an action that goes on every day or in general.
- To form the **third-person singular** (he, she and it), add an *s* to the verb.
- Add *s* to form the **third-person singular** of most verbs
- I work
- You work
- He works
- She works
- It works
- We work
- They work

**3<sup>rd</sup>-person  
singular**

## Sentences

Martin works in a factory.

**He**

Debra works in an office.

**She**

My computer works really good.

**It**



## Let's practice

- ▶ 1. Martin **works** at Gavilan College. (works/work)
- ▶ 2. Raquel **eats** very healthy. (eats/eat)
- ▶ 3. I **use** my cell phone out of class. (use/uses)
- ▶ 4. Maria **drives** a nice car. (drives/drive)
- ▶ 5. Juliana **walks** to school. (walks/walk)
- ▶ 6. Elvia and Jesus **cook** Mexican food. (cooks/cook)
- ▶ 7. Josefina **drinks** a lot of water. (drinks/drink)
- ▶ 8. Jesus and I **like** to exercise daily. (likes/like)

## Add *es* instead of *s* in the following cases.

- ▶ Add *es* when the verb ends in *o*

▶ go → goes    do → does

He goes to school every weekday.

▶ She does a nice job.

▶ I do homework everyday.

| Subject Pronouns | Verb |
|------------------|------|
| I                | go   |
| You              | go   |
| He               | goes |
| She              | goes |
| It               | goes |
| We               | go   |
| They             | go   |

## Add *es* when the verb ends in **s, o, sh, ch, x or z**

Teach → teaches   watch → watches   fix → fixes

- Martin teaches English.
- Julian fixes computers.
- My dog watches TV.

| Subject Pronouns | Verb    |
|------------------|---------|
| I                | teach   |
| You              | teach   |
| He               | teaches |
| She              | teaches |
| It               | teaches |
| We               | teach   |
| They             | teach   |

- When the verb ends in *y* and before *y* there is a consonant ( in this case, the *y* is changed to *i* before adding *es*)

- Study → studies   cry → cries
- marry → marries

- Gustavo studies for his exams.
- Juan carries his backpack.

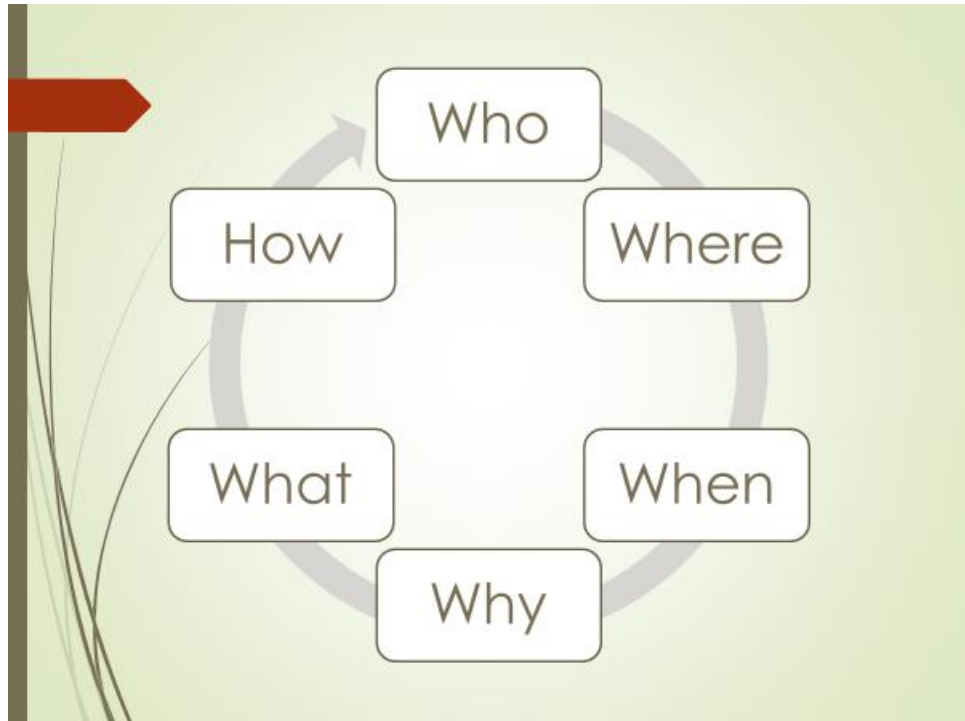
| Subject Pronouns | Verb    |
|------------------|---------|
| I                | carry   |
| You              | carry   |
| He               | carries |
| She              | carries |
| It               | carries |
| We               | carry   |
| They             | carry   |

## Present Tense

- Jesus **studies** (to study) English with Holly.
- Evelyn **goes** (to go) to Hollister.
- Juan **does** (to do) a lot of homework.
- Sisi **washes** (to wash) her clothes every Sunday.
- Jorge **watches** (to watch) TV.
- Veronica **writes** (to write) a book about me.
- Luis Angel **cries** (to cry) for her ex-girlfriend.
- Karina **teaches** (to teach) biology.

## Let's practice

- 1. Martin **does** his homework daily. (do)
- 2. Raquel **brushes** her hair. (brush)
- 3. Jose **uses** my cell phone out of class. (use)
- 4. Maria **calls** to her husband every night. (call)
- 5. Juliana **washes** his clothes weekly. (wash)
- 6. Elvia **pays** her bills online. (pay)
- 7. Josefina **watches** a lot of TV. (watch)
- 8. Jesus **tries** to do his best. (try)





## Negative Present Tense & Fruit: Lecture # 6

9:00 am – 12:00 pm

| Objective  | Materials  |
|--|--|
| Students will learn to conjugate the negative present tense and introduction of fruit. | <ul style="list-style-type: none"> <li>• PowerPoint negative present tense</li> <li>• PowerPoint fruit</li> <li>• Real fruit is recommended</li> <li>• Bingo game</li> </ul> |

### Lesson Plan

### Lecture # 6

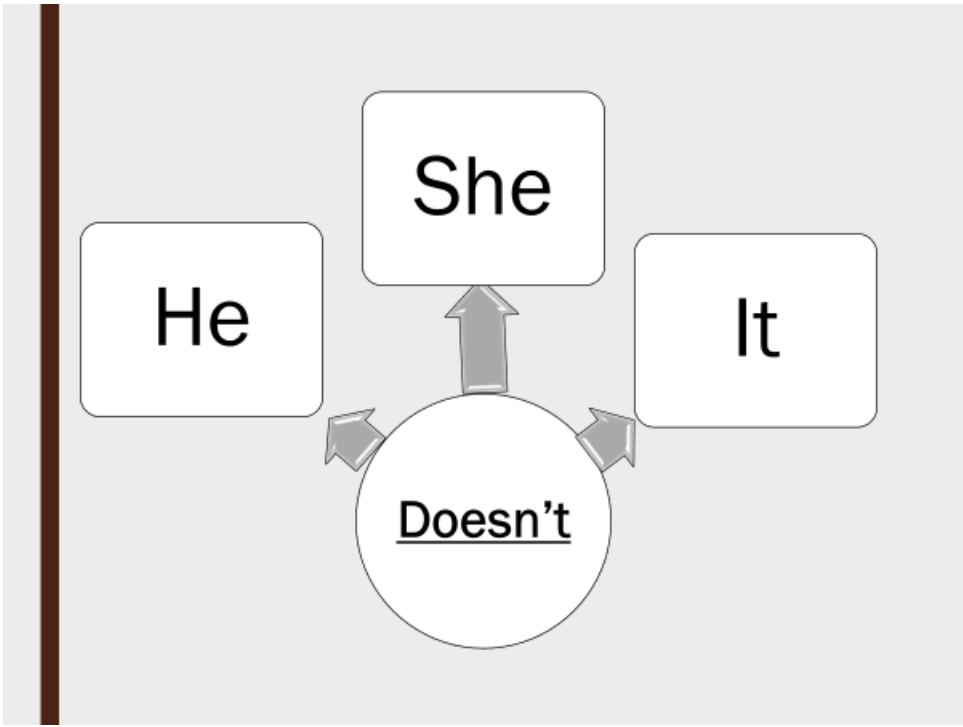
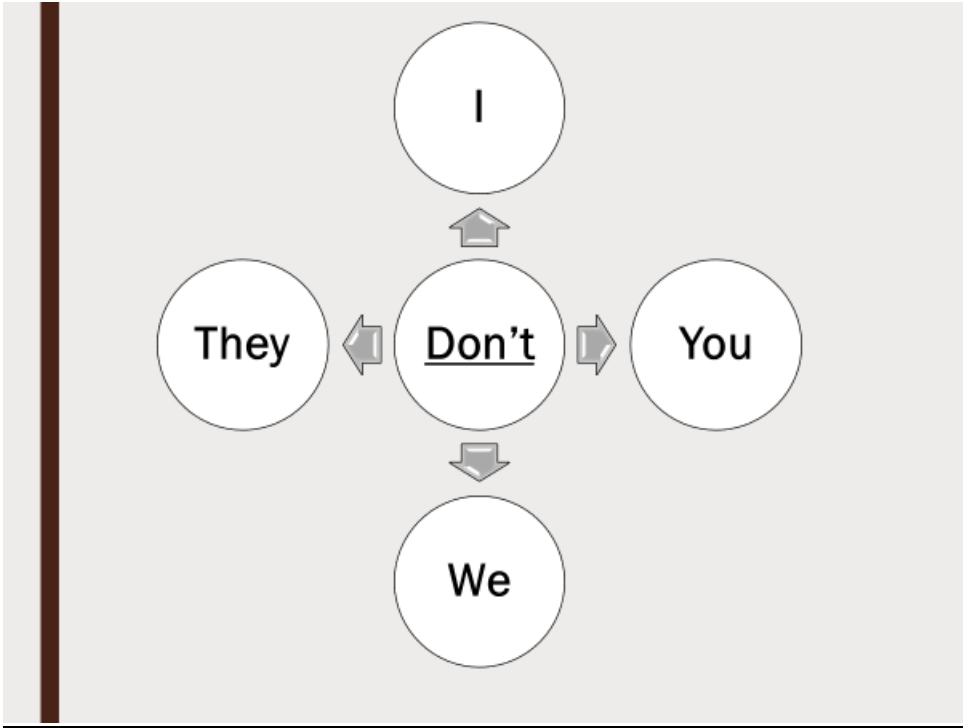
|          |  |
|----------|--|
| 9:00 am  | Lecture #1: Welcome the students and ask them how was their day. Please smile and make them feel excited to be in class. Use the PowerPoint to teach negative present tense. Pass out the handouts. Make sure students work in groups and support them as much as possible.  |
| 10:30 am | Break  |
| 10:45 am | Introduction of fruit – Use the PowerPoint to teach the fruit. Please have real fruit in in order to practice the silent way method. Then play the bingo game, “do you like to eat...?” Please show them the short answers (yes, I do and no, I don’t), so they can practice it during the game.<br>Make sure there are no more questions. |
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class.  |

# NEGATIVE PRESENT TENSE DON'T AND DOESN'T

Martin J. Rodriguez

## Using *don't* and *doesn't*

- The words **does not** and contraction **doesn't** are used with singular nouns and with the pronouns *he, she* and *it*.
- The words **do not** and contraction **don't** are used with plural nouns and with the pronouns *I, you, we* and *they*.





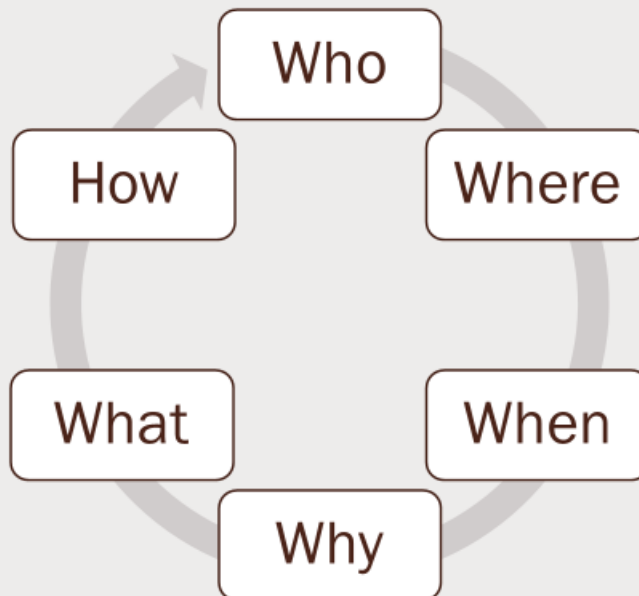
| Subject | Negative | Example                   |
|---------|----------|---------------------------|
| I       | don't    | I don't sing songs.       |
| You     | don't    | You don't speak French.   |
| He      | doesn't  | He doesn't play soccer.   |
| She     | doesn't  | She doesn't wash her car. |
| It      | doesn't  | It doesn't make sense!    |
| We      | don't    | We don't go to the beach. |
| They    | don't    | They don't fix TV's.      |

## Negative Present Tense

1. Jesus and I **don't** study English with Holly.
2. Carolina **doesn't** go to Hollister.
3. Raquel **doesn't** do a nice homework.
4. Reyna **doesn't** wash her clothes every Sunday.
5. Maria **doesn't** watch TV.
6. Juliana **doesn't** write a book about me.
7. Josefina **doesn't** cry for her ex-boyfriend.
8. We **don't** teach religion at the jail.

## Let's practice

- 9. Martin doesn't work at Gavilan College.
- 10. Raquel doesn't eat very healthy.
- 11. I don't use my cell phone out of class.
- 12. Maria doesn't drive a nice car.
- 13. Juliana doesn't walk to school.
- 14. Elvia and Jesus don't cook Mexican food.
- 15. Josefina doesn't drink a lot of water.
- 16. Jesus and I don't like to exercise daily.



## Negative Present Tense

### don't – doesn't

Re-write the sentences in negative form.

Example: Martin speaks French.

Martin doesn't speak French.

1. We study English every Monday and Wednesday.

---

2. Ruben likes to study English.

---

3. Esmeralda lives in Hollister, CA.

---

4. I wash my car every Saturday.

---

5. Marcela teaches literature.

---

6. George tries to do his best.

---

7. My friend plays the piano very well.

---

8. Brenda does her homework in the library.

---

9. Adriana cries during sad movies.

---

10. Alejandro checks his Facebook really often.

---

11. Fernando has two sisters.

---

12. Rocio watches movies with her children.

---

13. Martha has a nice car.

---

# FRUIT

Martin J. Rodriguez

apples



bananas



rotten bananas



watermelon



lemons





limes



bananas      peaches



tangerines



plums



Saturday, November 12, 2016

Rodriguez-Juarez, Martin



strawberries



raspberries



blueberries



blackberries



pineapple



melons



pears





### Do you like to eat...?

Ask your classmates if they like to eat that fruit. If they say, "Yes, I do" Ask for his/her name  
If the answer is no. Don't write nothing and go to the next person.

|   |   |
|---|---|
| A: Do you like to eat apples?<br>B: _____<br>Name         | A: Do you like to eat bananas?<br>B: _____<br>Name      |
| A: Do you like to eat rotten bananas?<br>B: _____<br>Name | A: Do you like to eat watermelon?<br>B: _____<br>Name   |
| A: Do you like to eat lemons?<br>B: _____<br>Name         | A: Do you like to eat limes?<br>B: _____<br>Name        |
| A: Do you like to eat peaches?<br>B: _____<br>Name        | A: Do you like to eat tangerines?<br>B: _____<br>Name   |
| A: Do you like to eat plums?<br>B: _____<br>Name          | A: Do you like to eat strawberries?<br>B: _____<br>Name |
| A: Do you like to eat raspberries?<br>B: _____<br>Name    | A: Do you like to eat blueberries?<br>B: _____<br>Name  |
| A: Do you like to eat pears?<br>B: _____<br>Name          | A: Do you like to eat melons?<br>B: _____<br>Name       |
| A: Do you like to eat pineapple?<br>B: _____<br>Name      | A: Do you like to eat oranges?<br>B: _____<br>Name      |

### Affirmative and Negative Present Tense & Veggies: Lecture #7

9:00 am – 12:00 pm

| Objective   | Materials   |
|---|---|
| Students will review the affirmative and negative present tense. A few vocabulary meals is added as well. The basic vocabulary for vegetables will be in lecture two. | <ul style="list-style-type: none"> <li>• Negative and affirmative present with meals</li> <li>• PowerPoint Vegetables</li> <li>• Real vegetables are recommended to use with the silent way theory</li> </ul> |

### Lesson Plan

### Lecture # 7

|          |  |
|----------|--|
| 9:00 am  | Lecture #1: Welcome the students and ask them how was their day. Please smile and make them feel content to be in ESL class. Make a short review on the board about the present tense (affirmative and negative). Pass out the affirmative and negative handouts. Walk around the classroom and make sure the students are understanding and doing the work correctly. Check their work to make sure they understood previous lectures.  |
| 10:30 am | Break  |
| 10:45 am | Introduction of vegetables – For warm-up, ask the students what does veggie means? Introduce the new slang word of veggies and draw a brainstorm on the board and ask students: What types of veggies do you like to eat? Wait until they say a few veggies. They may not say a lot because they don't know it yet. Next, use the PowerPoint to teach the veggies. Please have real veggies in order to practice the silent way method. Play the bingo game, "do you like to eat...?" Please review with them the short answers (yes, I do and no, I don't), so they can practice it during the game. Make sure there are no more questions and students are happy to return for the next lecture. |

|          |   |
|----------|---|
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class. |
|----------|---|

---

### Present Tense and Food

Please: Complete the sentences in positive way. See the examples below.

**Ex: Martin likes turkey. He drinks water.**

**Citlali and Luis like turkey. They like turkey.**

1. Dinora \_\_\_\_\_ (to cook) fried chicken.
  2. Fernando and Maria \_\_\_\_\_ (to be) thirsty.
  3. Sonia \_\_\_\_\_ (to be) hungry.
  4. Leonardo \_\_\_\_\_ (to drink) water.
  5. Citlali and Luis \_\_\_\_\_ (to eat) a chicken sandwich.
  6. Roberto \_\_\_\_\_ (to want) tacos and chips.
  7. Filomeno, Leonel and I \_\_\_\_\_ (to eat) cookies.
  8. Ana and Maria \_\_\_\_\_ (to eat) pie.
  9. Luz Maria and Lidia \_\_\_\_\_ (to like) fruit, especially apples and oranges.
  10. Roberto \_\_\_\_\_ (to want) yogurt.
  11. Luis and I \_\_\_\_\_ (to eat) chocolate cake.
  12. Ivan and Maria \_\_\_\_\_ (to like) strawberry ice cream.
  13. Ignacio \_\_\_\_\_ (to want) bar of chocolate.
  14. Kaur and Emma \_\_\_\_\_ (to drink) a lot of water.
  15. Adela and Nora \_\_\_\_\_ (to eat) carrots.
  16. Homero \_\_\_\_\_ (to eat) rice and vegetables.
  17. Lucia \_\_\_\_\_ (to cook) fish and chicken.
  18. Fernando \_\_\_\_\_ (to like) hamburgers.
  19. Rosa and Gaby \_\_\_\_\_ (to want) apples, oranges and bananas.
  20. Angelica and Martin \_\_\_\_\_ (to cook) chicken sandwich.
  21. Maria and Lucia \_\_\_\_\_ (to eat) a turkey sandwich.
  22. Rogelio and Inez \_\_\_\_\_ ( to write) their shopping list.
  23. Claudia and Maria \_\_\_\_\_ (to buy) bread for their sandwiches.
  24. Irma \_\_\_\_\_ (to buy) a pound of beef.
  25. Jose \_\_\_\_\_ (to put) cheese to his sandwiches.
-



### Present Tense and Food

Please: Complete the sentences in a negative way. See the examples below.

**Ex: Martin doesn't like turkey. He doesn't drink water.**

**Citlali and Luis don't like turkey. They don't like turkey.**

1. Dinora \_\_\_\_\_ (to cook) fried chicken.
  2. Fernando and Maria \_\_\_\_\_ (to be) thirsty.
  3. Leonardo \_\_\_\_\_ (to drink) water.
  4. Citlali and Luis \_\_\_\_\_ (to eat) a chicken sandwich.
  5. Roberto \_\_\_\_\_ (to want) tacos and chips.
  6. Filomeno, Leonel and I \_\_\_\_\_ (to eat) cookies.
  7. Ana and Maria \_\_\_\_\_ (to eat) pie.
  8. Luz Maria and Lidia \_\_\_\_\_ (to like) fruit, especially apples and oranges.
  9. Roberto \_\_\_\_\_ (to want) yogurt.
  10. Luis and I \_\_\_\_\_ (to eat) chocolate cake.
  11. Ivan and Maria \_\_\_\_\_ (to like) strawberry ice cream.
  12. Ignacio \_\_\_\_\_ (to want) bar of chocolate.
  13. Kaur and Emma \_\_\_\_\_ (to drink) a lot of water.
  14. Adela and Nora \_\_\_\_\_ (to eat) carrots.
  15. Homero \_\_\_\_\_ (to eat) rice and vegetables.
  16. Lucia \_\_\_\_\_ (to cook) fish and chicken.
  17. Fernando \_\_\_\_\_ (to like) hamburgers.
  18. Rosa and Gaby \_\_\_\_\_ (to want) apples, oranges and bananas.
  19. Angelica and Martin \_\_\_\_\_ (to cook) chicken sandwich.
  20. Maria and Lucia \_\_\_\_\_ (to eat) a turkey sandwich.
  21. Rogelio and Inez \_\_\_\_\_ ( to write) their shopping list.
  22. Claudia and Maria \_\_\_\_\_ (to buy) bread for their sandwiches.
  23. Irma \_\_\_\_\_ (to buy) a pound of beef.
  24. Jose \_\_\_\_\_ (to put) cheese to his sandwiches.
-

# Vegetables and Veggies

Martin Rodriguez-Juarez

garlic



bell pepper



tomato



mushroom



lettuce





broccoli



avocado



carrots



squash



celery



radishes





onion



green beans





asparagus



cucumber



beet



cabbage



celery



squash



### Do you like to eat...?

Ask your classmates if they like to eat that fruit. If they say, “Yes, I do” Ask for his/her name. If the answer is no. Don’t write nothing and go to the next person.

|  |   |
|--|---|
| A: Do you like to eat garlic?<br>B: _____<br>Name    | A: Do you like to eat bell peppers?<br>B: _____<br>Name |
| A: Do you like to eat tomatoes?<br>B: _____<br>Name  | A: Do you like to eat mushrooms?<br>B: _____<br>Name    |
| A: Do you like to eat lettuce?<br>B: _____<br>Name   | A: Do you like to eat broccoli?<br>B: _____<br>Name     |
| A: Do you like to eat avocado?<br>B: _____<br>Name   | A: Do you like to eat carrots?<br>B: _____<br>Name      |
| A: Do you like to eat squash?<br>B: _____<br>Name    | A: Do you like to eat celery?<br>B: _____<br>Name       |
| A: Do you like to eat radishes?<br>B: _____<br>Name  | A: Do you like to eat cabbage?<br>B: _____<br>Name      |
| A: Do you like to eat beets?<br>B: _____<br>Name     | A: Do you like to eat cucumber?<br>B: _____<br>Name     |
| A: Do you like to eat asparagus?<br>B: _____<br>Name | A: Do you like to eat onion?<br>B: _____<br>Name        |



**Clothes: Lecture #8**

9:00 am – 12:00 pm

| Objective   | Materials  |
|---|--|
| Students will be able to identify names of clothes and sizes. | <ul style="list-style-type: none"> <li>• Clothes worksheets</li> <li>• PowerPoint clothes</li> <li>• Real clothes in order for the them to see and make it real</li> </ul> |

**Lesson Plan****Lecture # 8**

|          |  |
|----------|--|
| 9:00 am  | Lecture #1: Welcome the students and ask them how was their day. Please smile and make them feel content to be in ESL class. Start with a short description about your clothes from that day. You can say, “today, I am wearing jeans, shoes, a t-shirt and bell: they will feel comfortable and get ideas about the topic for today. Use the PowerPoint “everyday clothes” in order to practice the vocabulary. Next, show the real clothes for students and use the TPR and silent way. Make sure the real clothes are different sizes, so the students can practice the sizes as well. Then pass the clothes around the classroom. TPR, say the name of an item and the students have to point it. Do this for class, then do it individually. Make sure all students participate in the lecture. |
| 10:30 am | Break  |
| 10:45 am | Pass out the clothing worksheets. Say the instructions and make them work in groups in order to help each other. Review the answers with them.   |
| 11:45 am | Activity – Make the students line up in two lines. Have the clothes items with you. Show an item to the first two students. The student who answers 1 <sup>st</sup> goes home, the last one goes to the back. If they do not answer in five seconds, both students go to the end of the line.  |


|          |   |
|----------|---|
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class. |
|----------|---|

---



# EVERYDAY CLOTHES

Maritn Rodriguez-Juarez



What are you wearing?

Please tell us about what are you wearing  
today.

## Everyday clothes

### Women

- Dress
- Blouse
- Skirt
- High heels
- Sandals
- Bra
- anklets

### men

- Shirt
- Jeans
- T-shirt
- Socks
- Pants
- Coat
- underwear

### Women and men

- cap
- hat
- gloves
- shoes
- scarf
- shorts
- sweater

| S     | M      | L     | XL          | XXL                |
|-------|--------|-------|-------------|--------------------|
| Small | Medium | Large | Extra large | Extra, extra large |

## What are you wearing?

Please tell us about what are you wearing today.



# Clothes Worksheet

Check the clothes you are wearing today.

|                          |            |
|--------------------------|------------|
| <input type="checkbox"/> | dress      |
| <input type="checkbox"/> | blouse     |
| <input type="checkbox"/> | skirt      |
| <input type="checkbox"/> | high heels |
| <input type="checkbox"/> | sandals    |
| <input type="checkbox"/> | bra        |
| <input type="checkbox"/> | anklets    |

|                          |           |
|--------------------------|-----------|
| <input type="checkbox"/> | shirt     |
| <input type="checkbox"/> | jeans     |
| <input type="checkbox"/> | t-shirt   |
| <input type="checkbox"/> | socks     |
| <input type="checkbox"/> | pants     |
| <input type="checkbox"/> | coat      |
| <input type="checkbox"/> | underwear |

|                          |         |
|--------------------------|---------|
| <input type="checkbox"/> | cap     |
| <input type="checkbox"/> | hat     |
| <input type="checkbox"/> | gloves  |
| <input type="checkbox"/> | shoes   |
| <input type="checkbox"/> | scarf   |
| <input type="checkbox"/> | shorts  |
| <input type="checkbox"/> | sweater |

Describe the items below.

|            |       |         |        |
|------------|-------|---------|--------|
| Scarf      | Dress | Blouses | Gloves |
| High heels | Hat   | Sandals | Skirt  |



a.

---



b.

---



c.

---



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_

**What is he wearing?**



---

---

---

---

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---

**What is he wearing?**



---

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---

**What is she wearing?**



---

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---

## Parts of the Body and Injuries: Lecture #9

9:00 am – 12:00 pm

| Objective   | Materials  |
|---|--|
| Students will learn the parts of their body and injuries. | <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• PowerPoint lectures for parts of the body and injuries</li> <li>• A doll or magazine</li> <li>• Flashcards</li> </ul> |

| <b>Lesson Plan</b><br><b>Lecture # 9</b> |  |
|--|--|
| 9:00 am                                  | Warm-up – Welcome the students and ask them how was their day. Please smile and make them feel comfortable to be in class. Use the doll or a magazine and ask students to point to their own bodies. This will help you to know how much they know.  |
| 9:15 am                                  | Lecture #1: Use the lecture on PowerPoint about the parts of the body. You can use the doll to show the parts of body. Make groups of four students and pass out the flashcards. One student will say the vocabulary and the other two students will point to their body. Please walk around the classroom to make sure they are on the right track during practice. |
| 10:45 am                                 | Break  |
| 11:00 am                                 | Show PowerPoint slides and talk about ways to state complaints on the board. If my head hurts, I have headache. Cough and say “cough” Sneeze and say “sneeze”. Students are going to understand what is cough and sneeze, etc.   |
| 11:50 am                                 | Homework – pass out the handout for class review of the final exam. Students should be prepared for questions.   |

|          |   |
|----------|---|
| 12:00 pm | Have a great day and please practice what you learned today. See you in next class. |
|----------|---|

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# The Body

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GOAL: IDENTIFY BODY PARTS



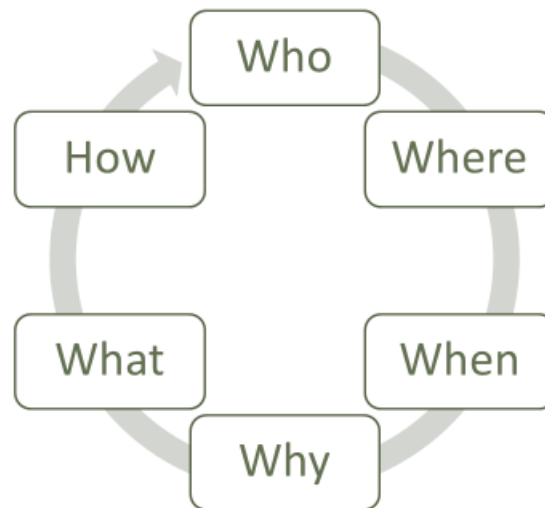
## The body

---

|             |              |
|-------------|--------------|
| Head        | • Leg        |
| Hair        | • Toe        |
| Neck        | • Eye        |
| Chest       | • Ear        |
| Back        | • Shoulder   |
| Nose        | • Arm        |
| Mouth       | • Hand       |
| Foot (feet) | • elbow      |
|             | • Finger (s) |



## Remember



A. Where is the head?

B. It's here. (Point to own head)

A. Where is the hair?

B. It's here. (Point to own hair)

A. Where is the face?

B. It's here. (Point to own face)

A. Where is the nose?

B. It's here. (Point to own nose)

A. Where is the ear?

B. It's here. (Point to own ear)

A. Where is the eye?

B. It's here. (Point to own eye)

A. Where is the mouth?

B. It's here. (Point to own nose)

A. Where is the teeth?

B. It's here. (Point to own nose)

A. Where is the neck?

B. It's here. (Point to own nose)

A. Where is the hand?

B. It's here. (Point to own nose)

A. Where is the finger?

B. It's here. (Point to own nose)

A. Where is the arm?

B. It's here. (Point to own nose)

A. Where is the elbow?

B. It's here. (Point to own nose)

A. Where is the knee?

B. It's here. (Point to own nose)

A. Where is the shoulder?

B. It's here. (Point to own nose)

A. Where is the back?

B. It's here. (Point to own nose)

A. Where is the foot?

B. It's here. (Point to own nose)

A. Where is the toe?

B. It's here. (Point to own nose)

A. Where is the leg?

B. It's here. (Point to own nose)

A. Where is the chest?

B. It's here. (Point to own nose)

# Symptoms and Injuries

Martin Rodriguez-Juarez

Goal: Identify symptoms and injuries

## The body

- ▶ Head
- ▶ Hair
- ▶ Neck
- ▶ Chest
- ▶ Back
- ▶ Nose
- ▶ Mouth
- ▶ Foot (feet)

- Leg
- Toe
- Eye
- Ear
- Shoulder
- Arm
- Hand
- Elbow
- Finger (s)<sub>2</sub>

## symptoms

- ▶ When my head hurts I have a **headache**
- ▶ When my tooth hurts I have a **toothache**
- ▶ When my ear hurts I have an **earache**
- ▶ When my stomach hurts I have a **stomachache**
- ▶ When my back hurts I have a **backache**

3

cough

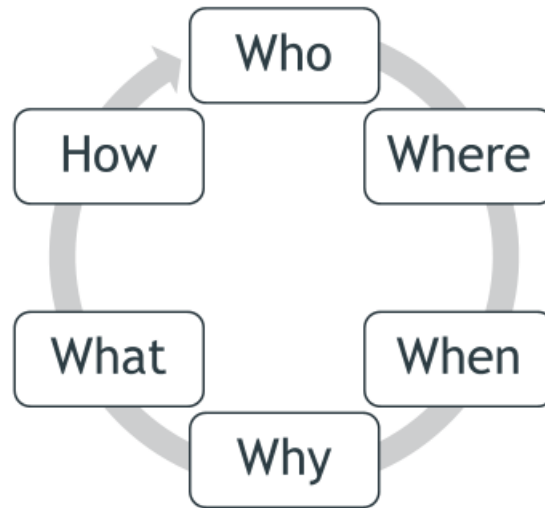
Sneeze

Feel dizzy

Feel  
nauseousThrow up/  
vomit

4

# Remember



### **Study Guide**

Please review your notes, handouts and be ready for the final exam.

Be prepared because the subjects will be tested differently. Some will be tested in speaking, listening, reading or writing. Feel free to ask and contact the instructor for additional support.

- **Personal Information** – review the vocabulary of personal information, name, last name, address, etc.
- **Family** – Description of the family.
- **Food** – Fruit and veggies
- **Clothes** – sizes and clothes for men and women.
- **Health** – parts of the body and injuries will be included.
- **Community** – Watsonville's downtown and driving directions
- **Present tense** – affirmative present tense and negative present tense.

**Please bring additional questions and all your material for next class in order to clarify your questions.**

**Please review everything. If you need additional support, please feel free to contact your instructor as soon as possible.**

---

**Community and Class Review: Lecture #10**

9:00 am – 12:00 pm

| Objective   | Materials   |
|---|---|
| Students will learn Watsonville's Downtown places. Also, a review for the final exam. | <ul style="list-style-type: none"> <li>• PowerPoint Watsonville's Downtown</li> <li>• Downtown worksheets &amp; flashcards</li> <li>• Study guide for the final exam</li> </ul> |

**Lesson Plan****Lecture # 10**

|          |  |
|----------|--|
| 9:00 am  | Warm-up – Welcome the students and ask them how was their day. Please smile and make them feel happy to be in class. Draw a brainstorm on the board and ask the students, what part of Watsonville do they recommend you to visit? Write their answers. Do not give them any answers. This is just to test their knowledge about the places in Watsonville's Downtown. |
| 9:20 am  | Lecture #1: Please use the PowerPoint presentation about Watsonville's Downtown and show the pictures to students. Make them listen and repeat after you. Make sure to have slides printed to practice verbally in TPR theory.   |
| 10:30 am | Break  |
| 10:45 am | Pass out the flashcards and make the students practice in groups of 3 or 4. Make sure to correct them as needed. Next, pass out the worksheets read the instructions. Make the students work in groups to support each other. Finally, check their answers to determine their understanding of the topic.  |
| 11:30 am | Pass out the study guide for the final exam. Explain what the final exam will cover and make sure everything is clear.   |
| 12:00 pm | Make sure there are no more questions and students are happy to return for the next lecture. Have a nice day and see you next class.   |

# Watsonville's Downtown

Martin J. Rodriguez

## Parking garage





## Office Building



## Hotel



## DMV



## Bank



## Police Station



## Bus Station



## City Hall



## Hospital





## Gas Station



## Post Office



## Fire Station



## Courthouse



## Restaurant



## Library



## Park





## Silent way practice























|                |             |
|----------------|-------------|
| Community Park | Library     |
|                |             |
| Restaurant     | Courthouse  |
|                |             |
| Fire Station   | Hospital    |
|                |             |
| Gas Station    | Post Office |
|                |             |
| City Hall      | Bus Station |
|                |             |

|                |                 |
|----------------|-----------------|
| Police Station | Bank            |
| Parking garage | Office Building |
| Hotel          | DMV             |

---

## Watsonville's Downtown

1. What place do you have to go every week? Check all the apply.

|                          |             |
|--------------------------|-------------|
| <input type="checkbox"/> | library     |
| <input type="checkbox"/> | gas station |
| <input type="checkbox"/> | bank        |
| <input type="checkbox"/> | DMV         |
| <input type="checkbox"/> | hospital    |

|                          |                 |
|--------------------------|-----------------|
| <input type="checkbox"/> | City Hall       |
| <input type="checkbox"/> | hotel           |
| <input type="checkbox"/> | office building |
| <input type="checkbox"/> | parking garage  |
| <input type="checkbox"/> | police station  |

|                          |              |
|--------------------------|--------------|
| <input type="checkbox"/> | fire station |
| <input type="checkbox"/> | courthouse   |
| <input type="checkbox"/> | bus station  |
| <input type="checkbox"/> | post office  |
| <input type="checkbox"/> | restaurant   |

2. Complete each sentence. Use the words above.

- a. Francisco needs stamps. He should go to \_\_\_\_\_.
  - b. Laura is going to have a baby. She is going to the \_\_\_\_\_.
  - c. I want to park my car. I need a \_\_\_\_\_.
  - d. Hilary Clinton visits Watsonville. She is looking for \_\_\_\_\_ to rest.
  - e. Roberto has a business meeting. He is going to an \_\_\_\_\_.
  - f. Marcela and Ana are hungry. They are at \_\_\_\_\_.
  - g. Victoria needs gas for her car. He is at \_\_\_\_\_.
  - h. Ibeth loves to her new books. She is at \_\_\_\_\_.
  - i. Diana needs to deposit her check. She is at \_\_\_\_\_.
  - j. Jose lost his driver's license. He has to go \_\_\_\_\_.
  - k. Sandra is at \_\_\_\_\_ to take the bus to school.
  - l. The \_\_\_\_\_ is full of cars. I could not find a space for my car.
-

Write the name of these places.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_



i. \_\_\_\_\_



j. \_\_\_\_\_



k. \_\_\_\_\_



l. \_\_\_\_\_



m. \_\_\_\_\_



n. \_\_\_\_\_



o. \_\_\_\_\_

### **Study Guide**

Please review your notes, handouts and be ready for the final exam.

Be prepared because the subjects will be tested differently. Some will be tested in speaking, listening, reading or writing. Feel free to ask and contact the instructor for additional support.

- **Personal Information** – review the vocabulary of personal information, name, last name, address, etc.
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- **Food** – Fruit and veggies
- **Clothes** – sizes and clothes for men and women.
- **Health** – parts of the body and injuries will be included.
- **Community** – Watsonville's downtown and driving directions
- **Present tense** – affirmative present tense and negative present tense.

**Please bring additional questions and all your material for next class in order to clarify your questions.**

**Please review everything. If you need additional support, please feel free to contact your instructor as soon as possible.**

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**Directions, Maps and Class Review: Lecture #11**

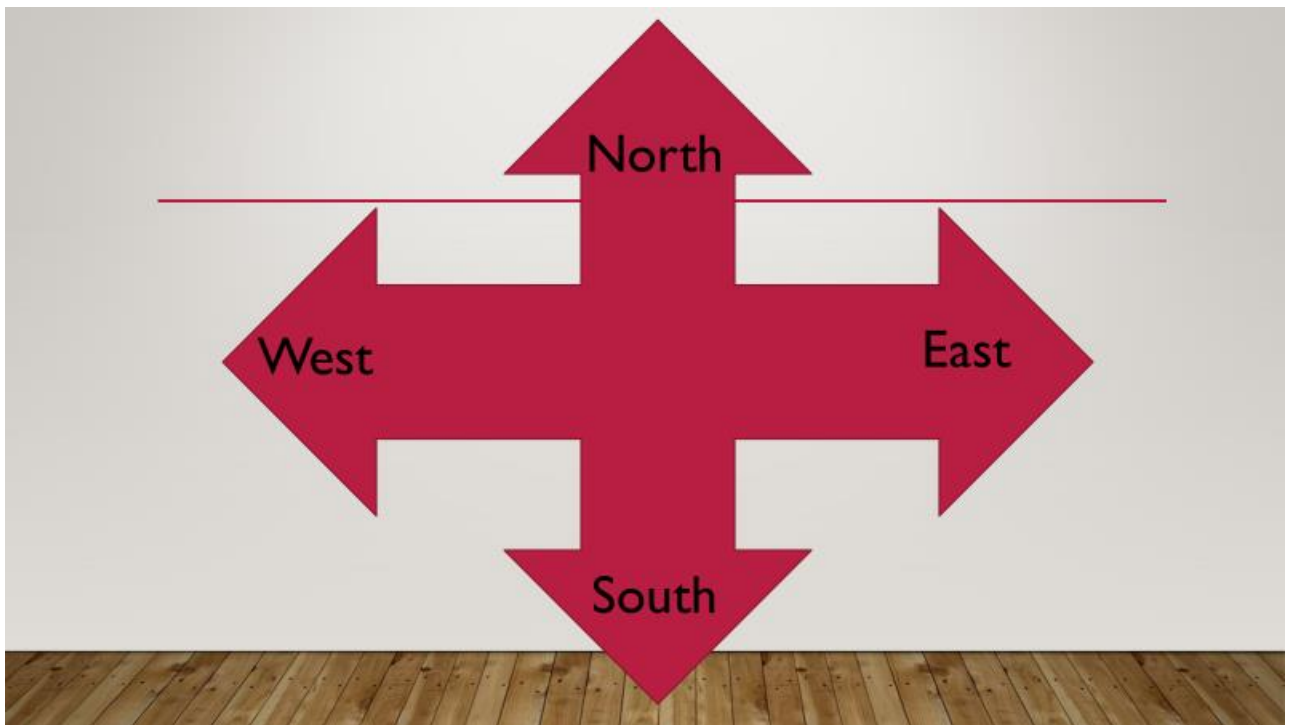
9:00 am – 12:00 pm

| Objective   | Materials   |
|---|---|
| Students will be able to follow driving directions. | <ul style="list-style-type: none"> <li>• PowerPoint maps to follow directions</li> <li>• DMV forms</li> <li>• Awards</li> </ul> |

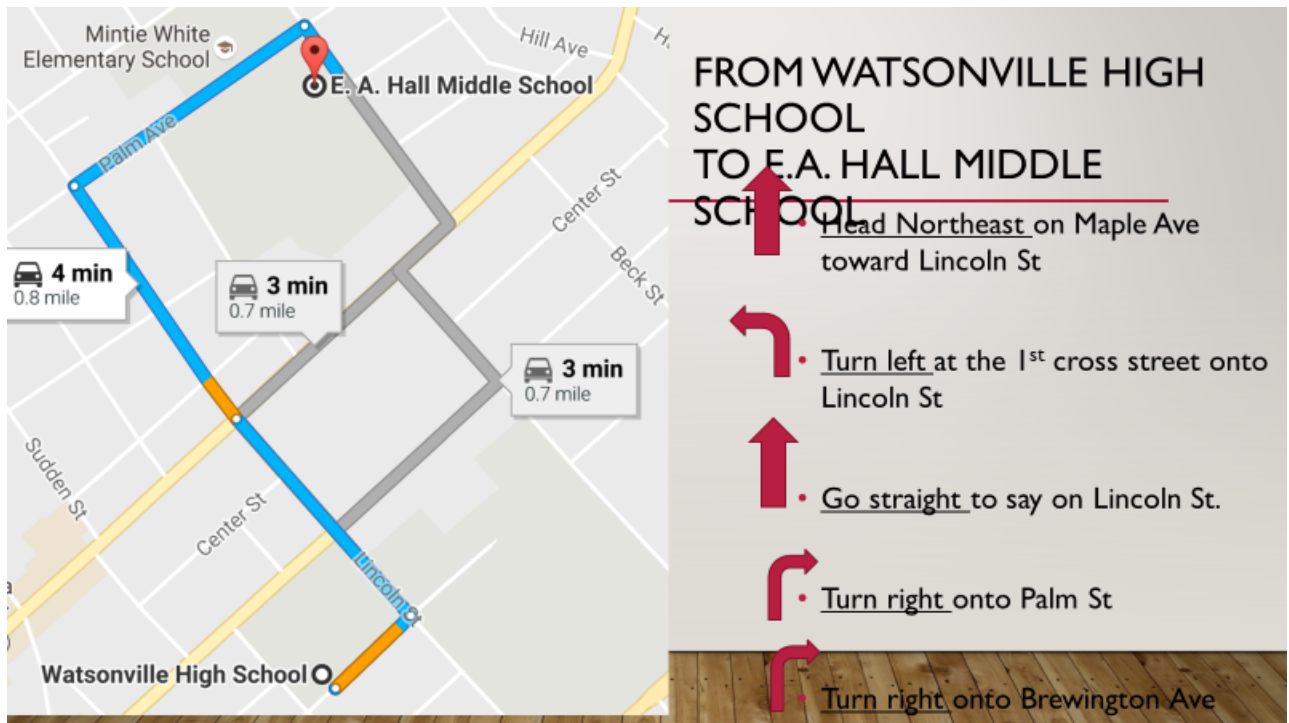
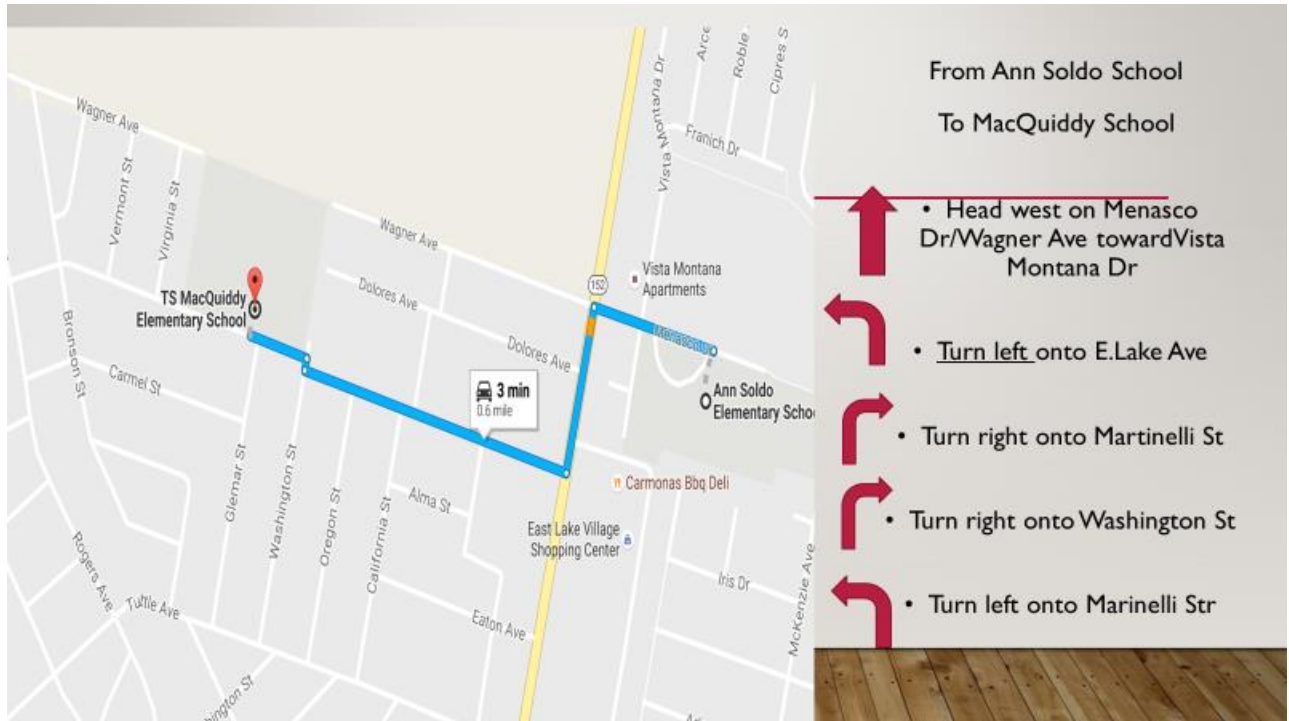
| <b>Lesson Plan</b><br><b>Lecture # 11</b> |  |
|---|--|
| 9:00 am                                   | Warm-up – Welcome the students and ask them how was their day. Please smile and make them feel happy to be in class. Ask the students, who likes to drive? Do you like to use the GPS in order to follow directions? Do you know how can I go from Watsonville’s plaza to the DMV to complete my driving test? They will give you different ways or directions for driving. Present the PowerPoint lecture about directions and maps. Pass out the DMV forms in order for them to understand you better. |
| 10:20 am                                  | Break  |
| 10:35 am                                  | Answer their questions about the final exam.   |
| 11:30 am                                  | Short ceremony to pass out certificates to everyone to congratulate them for attending this short six-week course.   |
| 12:00 pm                                  | Make sure there are no more questions and students are happy to return for the next lecture. Have a nice day and see you next class.   |

# DIRECTIONS AND MAPS

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## DMV traffic Signs

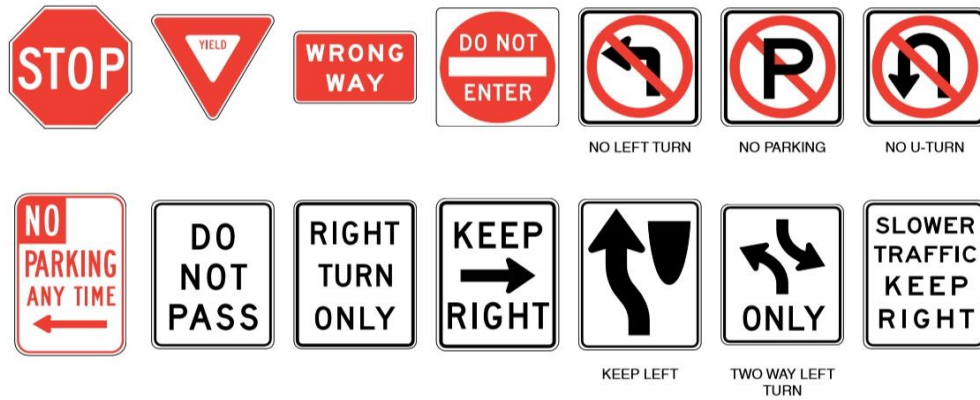


## ROAD SIGN CHART

## WARNING SIGNS

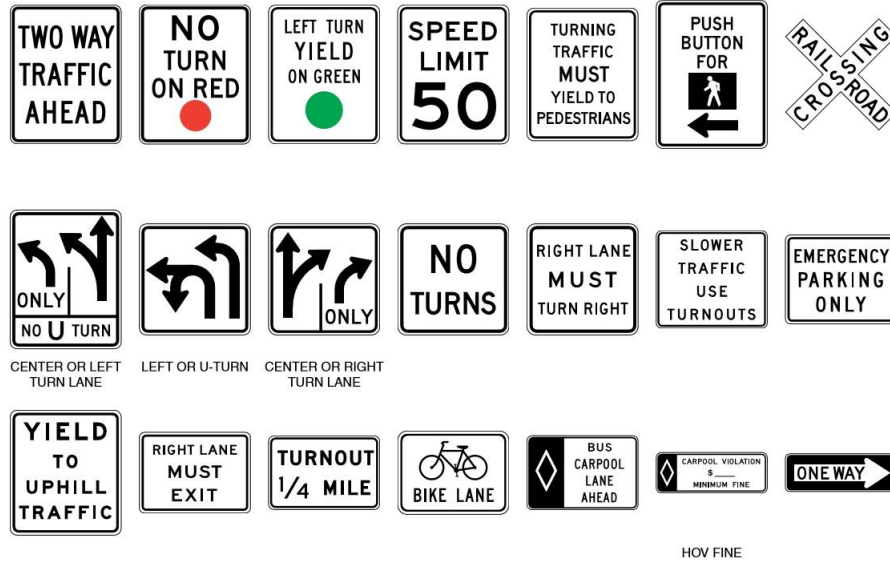


## REGULATORY SIGNS



## REGULATORY SIGNS (Continued)

DL 37 (REV. 11/2009)



## ROAD CONSTRUCTION SIGNS



## GUIDE AND RECREATIONAL SIGNS



DL 37 (REV. 11/2009) www



# CERTIFICATE OF EXCELLENCE

California Community College

Presents

This certificate to

**Name of the Student**

In appreciation of your participation and successful completion of  
ESL High Beginning

Principal's Signature

Instructor's Signature

Date, year

**Final Exam: Lecture #12**

9:00 am – 12:00 pm

| Objective   | Materials  |
|---|--|
| Students will take their final exam. It will help instructors to select their next ESL level and their final grade. | <ul style="list-style-type: none"> <li>Final exam</li> </ul> |

| <b>Lesson Plan</b><br><b>Lecture # 12</b> |  |
|---|--|
| 9:00 am                                   | Start the class on time. Congratulate the students for completing this six-week course. This will help them to understand and be able to have better communication in their real-world experience. |
| 9:20 am                                   | Start the post-assessment exam.  |
| 11:50 am                                  | Stop the post-assessment exam.   |
| 12:00 pm                                  | Make sure to collect all exam materials.   |

# Post-Assessment Test Administration Packet

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## Directions

**Assessment Specialist and helper(s) always have to be present during the assessment.**

8. **Start** - As soon as the clock marks 6:00 pm close the doors and wait 5 more minutes. In case the students are having issues with the parking. Start reading the rules and procedures.
    - a. Allow adequate space between students.
    - b. Make sure students turn off their cell phones.
    - c. Hand out the test booklets. Tell the students to use the handout for their answers. Make sure the students write their personal information clearly in their exam.
  9. **Rules & Procedures** – read the rules and procedures to the students and make sure they understand all the process of the exam. Make sure all the students wrote their personal information clearly and understandable in their answer sheet. Please read:
    - a. **Purpose** - The purpose of this assessment test is to evaluate your English knowledge for this ESL level.
    - b. **Answers** - The answers have to be written on your exam
    - c. **Writing** – Explain that for their writing they have write 2 sentences for each picture.
    - d. **Time** - This assessment will take 2 hours and 5 minutes.
    - e. **Questions** – make sure to answer students' questions before opening the handouts.
    - f. **Open the handout** – tell students to open handout and turn to page. Listen carefully before selecting their answers.
-

- g. Make sure to write on the board “START” and write the time that test started and “STOP” when they have to finish it. Remember that this exam is going to take 2 hours and 5 minutes.

10. **Listening** — Play every audio track twice. Give them five minutes to complete each listening scrip. If the audio track is not working for any reason, the Assessment specialist and helper will be reading the conversation. Both conversations are below. Make sure you read clearly and understandably.

### John and Pancho

- John:** Hi. My name’s John. Nice to meet you.  
**Pancho:** Nice to meet you, too. My name is Francisco.  
**John:** What?  
**Pancho:** Francisco, but all my friends and family call me Pancho.  
**John:** Okay, Pancho. So, tell me about your family.  
**Pancho:** Well, I have a big family. I have six brothers and six sisters in Mexico.  
**John:** Really? That is a big family. So are you the oldest?  
**Pancho:** No. I’m the second oldest in my family.  
**John:** So, is your family here? What is their occupation?  
**Pancho:** No, they are in Mexico. My father is an Uber driver in Mexico City. It’s a hard job, but he works hard to support my brothers, sisters and mother as well.  
**John:** How about your mother?  
**Pancho:** She runs a little store there, and my brothers and sisters help her as well.  
**John:** What kind of store?  
**Pancho:** We mainly sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people buy every day.  
**John:** Great! Nice to talk to you about your family Pancho. Have a great day!  
**Pancho:** Thanks to you.

11. **Reading, grammar and writing** — As soon as you finished the listening part make sure to walk around the classroom to make sure the students are working in the reading, grammar or writing. Inform the students that someone will be interviewing them individually for their oral exam.
12. **Oral exam** - Introduce yourself, engage your students in friendly conversation before you begin. Explain that the purpose of the assessment is placement and not an examination. As you can see the questions start easy then harder and harder. If the student does not understand the questions, please stop and send them back to the classroom to complete the rest of the assessment test.
-

- a. Correct response - if the students answer in a complete sentence please give them 1 point.
- b. No answer – if the students do not understand the questions give them 0. Thank and send them back to the classroom.

**13. Writing – Select only one topic.**

- 14. Conclusion** - Before the students leave, make sure that completed their oral exam. Wish them good luck!



**Answer Key**

51. Answers will vary

52. Answers will vary

53. Answers will vary

54. Answers will vary

55. Answers will vary

56. Answers will vary

57. B

58. A

59. Apples (order will vary)

60. Bananas (order will vary)

61. Oranges (order will vary)

62. Fish (order will vary)

63. Grapes (order will vary)

64. Tangerines (order will vary)

65. Apricots (order will vary)

66. back

67. neck

68. chest

69. stomach

70. arms

71. hands

72. leg

73. feet

74. are

75. aren't

76. isn't

77. is

78. is

79. socks

80. dress

81. jeans

82. shirt

83. shoes

84. Center or right turn

85. Right turn

86. Center or left turn

87. uses

88. goes

89. publishes

90. studies

91. pays

92. answers will vary

93. answers will vary

94. answers will vary

95. answers will vary

96. answers will vary

97. A

98. D

99. C

100. C

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# POST-ASSESSMENT TEST

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Please do not open the handout until instructed

## Pre-Assessment Test

Instructor: \_\_\_\_\_ Name: \_\_\_\_\_  
 Results: \_\_\_\_\_ Class: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Complete the application with your current personal information**

|                        |                          |
|------------------------|--------------------------|
| 47. Last Name<br>_____ | 48. First Name:<br>_____ |
| 49. Address<br>_____   | 50. City<br>_____        |
| 51. State<br>_____     | 52. Zip Code<br>_____    |

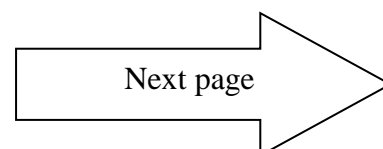
**Read the article and complete the questions. Circle the correct answer.**

### My work experience

Felipe works in Watsonville. He lives in Santa Cruz. He has to ride the bus to work during the weekdays. It usually takes him between 20 to 30 minutes to get to work. He works from 10:00am to 6:00pm. He is lucky because there is not much traffic. During the weekend, Felipe takes his family to ride horses. It is a way for them to relax.

53. How does Felipe get to work?

- a. He goes to school.
- b. He takes the bus.
- c. He rides a horse.
- d. It does not say it.



54. What are the activities for the Saturday and/or Sunday?

- a. His family rides horses
- b. His family takes the bus
- c. From Watsonville to Santa Cruz
- d. They get relaxed.

**Read the article and complete the questions. Circle the correct answer.**

### **The grocery bag is empty**

Mohammed is at the supermarket, and he is upset. He has to buy a little coffee, sugar, tomatoes, onions, garlic, carrots, apples, bananas, oranges, a little rice, a little cheese. He does not buy fish because it is really expensive. He does not buy grapes, tangerines or apricots also. He does not buy very much meat.

Mohammed just spent sixty dollars. Now, he is walking out of the supermarket with only a bag with a few groceries. No wonder he's upset.

Write the fruit that Mohammed buys at the supermarket.

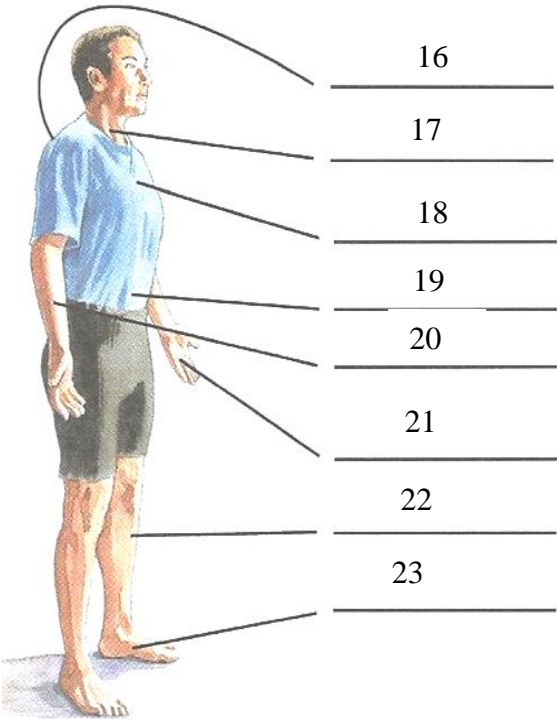
|     |     |     |
|-----|-----|-----|
| 55. | 56. | 57. |
|-----|-----|-----|

Write the items that Mohammed does not buy.

|     |     |
|-----|-----|
| 58. | 59. |
| 60. | 61. |

Next page

Use the words from the boxes to label the pictures.



- |             |       |
|-------------|-------|
| Arms        | Back  |
| Chest       | Legs  |
| Stomach     | Hands |
| Foot (feet) | neck  |

62. \_\_\_\_\_

20. \_\_\_\_\_

63. \_\_\_\_\_

21. \_\_\_\_\_

64. \_\_\_\_\_

22. \_\_\_\_\_

65. \_\_\_\_\_

23. \_\_\_\_\_

Complete the sentences with is, isn't, are or aren't according to the sentence.

66. Bees \_\_\_\_\_ insects.
27. A rabbit \_\_\_\_\_ an animal.
67. Carrots \_\_\_\_\_ animals.
28. Hollister \_\_\_\_\_ a city.
68. Gilroy \_\_\_\_\_ a country.

Match

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| Dress | Jeans | Socks | Shoes | Shirt |
|-------|-------|-------|-------|-------|

69.



\_\_\_\_\_
30.



\_\_\_\_\_
31.



\_\_\_\_\_
32.



\_\_\_\_\_
33.



\_\_\_\_\_

**Match the traffic signals**

|                                |  |                                 |  |               |
|--------------------------------|--|---------------------------------|--|---------------|
| CENTER OR<br>LEFT TURN<br>LANE |  | CENTER OR<br>RIGHT<br>TURN LANE |  | RIGHT<br>TURN |
|--------------------------------|--|---------------------------------|--|---------------|

34.



35.



36.

**Use the present tense to complete the affirmative present tense.**

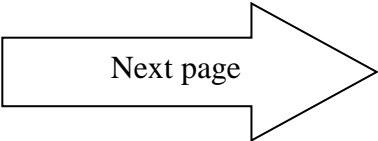
37. Rosa \_\_\_\_\_ (use) a tablet a school.

40. Ramiro \_\_\_\_\_ (study)  
medicine.

38. Francisco \_\_\_\_\_ (go) to the university.

41. Sandra \_\_\_\_\_ (pay) the  
tickets.

39. Josefina \_\_\_\_\_ (publish) novels.

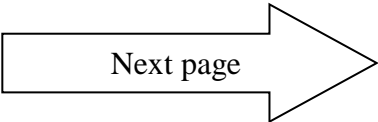

 Next page

Handout for the interviewer only

## Oral Exam

Ask the questions to the student. The student has to answer each question in order to get 1 point. If he/she does not get it, please add zero to it. Feel free to ask the question twice.

| Question                                  | Rating |
|---|--------|
| 70. What is your name?                    | _____  |
| 71. Where are you from?                   | _____  |
| 72. How long have you lived in this city? | _____  |
| 73. What kind of job do you do?           | _____  |
| 74. Why do you want to study English?     | _____  |

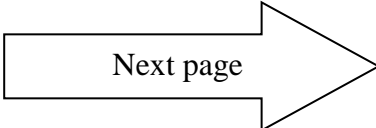
Next page



**Listening script # 1** – Listen to the conversation about *John and Pancho*. Make sure to circle your answers.

47. Where is Pancho from?
- e. Mexico City
  - f. Paraguay
  - g. Peru
  - h. Portugal
51. How many brothers and sisters does Pancho have?
- a. 10
  - b. 11
  - c. 12
  - d. 13
52. What is his father's job?
- a. Business owner
  - b. Dentist
  - c. Taxi driver
  - d. Police officer
53. What does his mother do?
- a. She owns a beauty salon.
  - b. She runs a small family store.
  - c. She works at a bread shop.
  - d. She works at a hospital.

Write two complete sentences to describe each picture.



Next page



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**Please stop!**

**If you still have time, please check your answers.**

## Image Credits:

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Pg. 148 Scarf - <http://cache4.asset-cache.net/gc/463334307-red-scarf-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=mkaQcTncHm%2fqbkKoKiCdY4XxQUOiOI61mKD6ocHbTJMo%3d&b=NkE=>

Pg. 148 dress - <http://cache2.asset-cache.net/gc/522099899-black-dress-icon-vector-illustration-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=CbDASG1uGcf9%2bLzTR2dx8zbqvrZTkzXTGjxnYtWB5IU%3d&b=ODU2>

Pg. 149 blouse - <http://cache1.asset-cache.net/gc/105082303-elegant-shirt-on-a-white-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=64viAC97tMrM6o13smJat0%2bOd21PqD%2b9WUFLxdhYYQo%3d&b=MQ==>

Pg. 149 hat - <http://cache3.asset-cache.net/gc/486467706-black-hat-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=mkRzg4zt1JRpue7P7IToaF7rUKOhxuSZY5MspM2xF5o%3d&b=NEU=>

Pg. 149 skirt - <http://cache2.asset-cache.net/gc/523829954-close-up-picture-of-female-legs-with-short-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=4YbhQvYJ4fTwzzd9kPPk9sOIDLMZzY00XbQTnYg9U4Q%3d&b=MkRG>

Pg. 149 sandals - <http://cache4.asset-cache.net/gc/510639384-women-sandals-shoes-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=L1mvgBrqJEwX3hLlkz2jam41FKsUIxqBauDhzBaS0xM%3d&b=NUMw>

Pg. 149 gloves - <http://cache4.asset-cache.net/gc/481044365-warm-woolen-knitted-gloves-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=ouh9yaAyvFda5GL50tPqs1SbmWd2OyeOHwr2I52Pn%2fQ%3d&b=NA==>

Pg. 150 clothes for man – <http://cache3.asset-cache.net/gc/515232220-man-runner-jogger-running-isolated-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=6hkrUdLzgCFcUW%2fWBZysmGCbwHeU%2bWWGI4j2R1tfEvo%3d&b=ODU2>

Pg. 151 clothes for man – <http://cache3.asset-cache.net/gc/478336360-handsome-mature-man-posing-in-smart-casuals->

[gettyimages.jpg?v=1&c=IWSAsset&k=2&d=ODSdeBD%2fUtjoqopY6aHBU1yFkzcVR4TNFSad%2bhSZInI%3d&b=MA==](http://gettyimages.jpg?v=1&c=IWSAsset&k=2&d=ODSdeBD%2fUtjoqopY6aHBU1yFkzcVR4TNFSad%2bhSZInI%3d&b=MA==)

Pg. 152 clothes for woman – <http://cache3.asset-cache.net/gc/526565564-the-model-stands-against-the-wall-and-keeps-gettyimages.jpg?v=1&c=IWSAsset&k=2&d=nmuZK7VEWXYVjxc4i0eMy4yQeFitXoA%2bNqhCS TIPsM%3d&b=RkZF>

Pg. 189 DMV traffic signs – [https://www.dmv.ca.gov/portal/wcm/connect/b1263e13-5518-4ff4-aac6-79dee584f034/Road\\_Sign\\_Chart\\_DL37.pdf?MOD=AJPERES](https://www.dmv.ca.gov/portal/wcm/connect/b1263e13-5518-4ff4-aac6-79dee584f034/Road_Sign_Chart_DL37.pdf?MOD=AJPERES)

Pg. 190 DMV traffic signs – [https://www.dmv.ca.gov/portal/wcm/connect/b1263e13-5518-4ff4-aac6-79dee584f034/Road\\_Sign\\_Chart\\_DL37.pdf?MOD=AJPERES](https://www.dmv.ca.gov/portal/wcm/connect/b1263e13-5518-4ff4-aac6-79dee584f034/Road_Sign_Chart_DL37.pdf?MOD=AJPERES)

Pg. 205 People – <https://morguefile.com/search/morguefile/1/people/pop>

Pg. 206 Community – <https://morguefile.com/search/morguefile/1/community/pop>

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