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**Hunter College School of Education  
Department of Curriculum and Instruction, TESOL**

**Fall, 2012**

**Class Time: Saturday, 12:00-2:30pm  
Room 208**

Level 7

Instructor: Kelly Taylor ☺

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## **Class Syllabus**

### **COURSE DESCRIPTION**

The aim of this course is for non-native speakers of English to develop competency in English language skills of listening, speaking, reading, and writing so they can function successfully in their communities.

### **LEARNING GOALS AND OBJECTIVES:**

The goals and objectives of this curriculum are for students to develop more direction and autonomy in order to improve the skills of listening, speaking, reading, and writing in English for everyday use. This will help learners to be more actively involved in their children's educational needs, with the acquisition of goods and services in their community, with obtaining family medical care, and with finding employment opportunities.

The work, tasks, and activities we engage in will help students to boost their **confidence** and increase their **enjoyment** of speaking English. ☺

## COURSE REQUIREMENTS

- Students will do **homework assignments** on time and bring them to class every Saturday.
- Bring a **dictionary to every class**.  
*Suggestions:* Longman or Cambridge Student Dictionaries
- We will do **skills work** in every class with **work sheets and activities** to improve the skills of **listening, speaking, reading, and writing** in the English language.
- The class will work on ESL **grammar, vocabulary**, and **‘survival skills’** that help students to function better in their everyday lives and in their communities.
- There will be **practice quizzes** during our course work.
- All students will keep a **written journal** to record new vocabulary and thoughts about their progress and improvement each week. ☺
- For FUN, there will be special **films and videos** and we will learn some **rhyming chants** and play **games** that will help our English skills too! ☺

## CERTIFICATES

Receiving a certificate is based on your class participation, your attendance, and completing your classroom and homework assignments.

**NOTE:** *Students who miss more than three (3) classes during the course will not receive a certificate.*

### Class Materials will be drawn from:

- *The New Oxford Picture Dictionary*  
Monolingual English Edition, *Oxford University Press*
- *More Grammar Games*  
Rinvoluceri and Davis, *Cambridge University press*
- *Topics from A To Z: Steps to Success in Listening and Speaking* (Book 1)  
I.E. Schoenberg, *Pearson Education Inc.*
- *Take the Subway: How to get around in New York City*  
Kemala Karmen, *New York: CUNY OAA, 2001*
- *Groundwork For A Better Vocabulary*  
Johnson and Goldstein, *Townsend Press*
- *We are New York* (DVD) New York City Mayor’s Office of Adult Education and the City University of New York.

(Projected) WEEKLY SCHEDULE *Subject to change!*

- WEEK 1:** Introductions; Review/Simple Present Tense/Student Interviews; Discuss Survival Needs: Introduce *Take the Subway*-Chapter 1; Student Self-Assessment
- WEEK 2:** Review/Simple Past Tense; Role Play-Survival Needs: *Take the Subway* - Chapter 2; Introduce Journal Writing
- WEEK 3:** Simple Past & Present Tenses in New Contexts; Prepositions of Location; Review Grammar & Vocabulary from *Take the Subway*; Journal Writing
- WEEK 4:** Present Continuous Tense; 'Survival' Vocabulary; Prepositions of Location; Preposition 'Basketball' Competition; Journal Writing
- WEEK 5:** Simple Future Tense; Speech Acts of Greeting/Asking/ Questioning; *Take the Subway* - Chapter 3; Journal Writing
- WEEK 6:** Adverbs; Speech Acts of Complaining/Advising/Complimenting; Learn Jazz Chant (making use of grammar/tense/vocabulary); Journal Writing
- WEEK 7:** Review All Vocabulary/Vocabulary Quiz; Student Pairs Identify Similarities In Film To Their Own Lives; Journal Writing
- WEEK 8:** Adjectives; Student Pairs Review & Present Relevance of *We Are New York* As Relates To Themselves/Family's NY Experiences; Journals
- WEEK 9:** Count/Non-Count Nouns; Review Vocabulary in *We Are New York*; Identify Count/Non-Count Nouns in *We Are New York*; Journals
- WEEK 10:** QUIZ: Grammar/Tenses/Vocabulary/Adverbs/Adjectives; Review Problem Solving/Solutions for *We Are New York*; Journals
- WEEK 11:** Students in Groups Discuss & Plan Class Party Using 4 Skills of Listening/Speaking/Reading/Writing; 2<sup>nd</sup> Student Self Assessment; Hand in Journals to Instructor
- WEEK 12:** CLASS PARTY! ☺  
Word Games; Competitions; Party Favors, Music, Dancing, Food

LESSON: No. 1

DATE: September 15, 2012

NARRATIVE OF STUDENTS:

There are roughly ten adult students in the class, though others may be added. The primary language spoken is Spanish, but - as mentioned - students of other background may be joining. All students have been tested and assessed to be at Level 7; it is assumed that is low-intermediate to mid-intermediate level.

RATIONALE:

Students need to meet and familiarize themselves with teacher and classmates, thus decreasing strangeness of unfamiliar people (teacher and classmates) and new learning environment (school and classroom). Such interactions will help to reduce student anxiety levels, thereby lowering the affective filter in order to facilitate future learning of course work.

GOAL:

Students will greet and become acquainted with fellow students and teacher through basic exchange of personal information and share with class; students will exchange ideas about basic 'survival' situations.

OBJECTIVES:

*Students will be able to:*

- Appropriately introduce themselves to classmates
- Share information about themselves
- Respond suitably to questions
- Get clarification by asking questions
- Properly interview and introduce their classmates to class and provide information about them
- Offer and discuss ideas/experiences about 'survival' situations.

MATERIALS:

*About Me* -- brief auto-biographical information (fill in the blank) student work sheet

*Interviews* – (fill in the blank) activity - students collect bio information about classmate

*Take the Subway* – Chapter 1 (survival skills)

*Syllabus* – hand-out

PROCEDURE:

## 1. Introduction:

40 min

- Students receive stick-on name tags on which to write their names.
- Ball toss as ice breaker to learn names and loosen everyone up.
- Introduction of myself to students. Fill in bio information about myself on board as a *model* for students who - then - engage in pairs interviews; info later presented to class by member of each pair.
- Circulate room to engage with students while student *in pairs* – can briefly inquire about their home country, native language, etc.
- Talk to class about type of notebook, paper materials, writing instruments, students will need. Include information on what facilities are offered at school like cafeteria, restrooms, etc.
- Hand out syllabus to students and do summary overview of what is included in syllabus for course work. Be sure to include mention of those activities which are *fun* (of entertainment value) like viewing of DVDs, class role play/dramatization, end of semester party, etc.

## 2. Review/Presentation:

25 min

- Review key grammar in simple present: *be; have; do; like; and negatives*. Additionally, review *yes/no questions*. (All structures were used in student pairs work earlier in class.)
- Review key grammar use of *what, where, when, how*, which will be used for student interviews.

## 3. Practice:

35 min

- Students conduct interviews in pairs, taking turns being interviewer & interviewee; answers are recorded on *Interview* worksheet. All grammar covered in review process (see above) is employed. Note: teacher *models* this interview technique with 1 or 2 students prior to student pair's interviews.
- Student pairs introduce and present information about their partners to class.

## 4. Application:

30 min

- Students work with same grammar (practiced above) to discuss survival situations, notably **taking the subway**, finding the post office, finding a doctor, going to the grocery store. This can be done in same pairs as before, or small groups of 3-4 students to broaden familiarity and interaction with other students.

- Continuing same grammar framework, students discuss what kind of questions one might ask **in subway**, at post office, doctor's office, grocery store. (Pre-homework activity).
- NOTE: Most emphasis today, on **taking the subway**, in terms of survival skills.

#### 5. Closure

20 min

- Q and A: do students have questions or confusion about today's class work; about syllabus; about various school facilities and/or location?
- Introduce concept of keeping *Student Journal* OR *Project Diary*, as per Becket (2002) which allows students to summarize nature of content studied, skills attempted, skills accomplished (and what was not accomplished) on weekly basis. \*Hand out at next class.\*
- Ask Ss to *think about* what they want to achieve in this class; how do they want to be able to use English? What are most important things they want to be able to do: speaking; reading; writing; expanding vocabulary of English (which ones and for what reasons)? Write same on board. [This is prelude to *Needs Analysis Self-Assessment Questionnaire* distributed at end of class.

#### 6. Evaluation:

- Students were able to appropriately introduce themselves to classmates.
- Students were able to share information about themselves.
- Students were able to respond suitably to questions.
- Students were able to get clarification by asking questions.
- Students were able to properly introduce their classmates to others and provide information about them.
- I was able to glean assessment value out of pair's interview presentations and circulating during pairs work.
- Do I need to make lesson more engaging or interesting?
- Do I need to delete or add elements to improve lesson?
- Do I need to shorten any portion of today's class work?

#### 7. Extension (Homework):

- Homework: students will compose 2-3 questions about 'survival' needs that they would ask each of the following people: subway worker; postal clerk; doctor; grocer; etc.
- Remind students to *think about* what they wish to accomplish/achieve in this class (see Closure above) which is prelude to *Needs Analysis Questionnaire* for 2<sup>nd</sup> class.