

Using Technology in an ESOL Classroom

A mini-grant project by:

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Introduction:

As technology continues to develop, so does its use. In nearly every job and school today, a person must be comfortable using some form of technology. When our students go to apply for a job, even a part time job as a clerk at Wal-Mart, they are directed to the company website to fill out the application. This can be prohibitive for many students. Some may walk out of the store, saying they will fill in the application at home, but they never do. As teachers, the responsibility, by default, falls to us to prepare our students for the technological demands they will encounter in their lives.

Younger generations of students may have more of an understanding of technology than they realize. Popular outlets of social media and networking are introducing kids to computers at younger ages than ever before. Even if they are not comfortable using other websites or programs such as Microsoft Word or PowerPoint, they tend to be less timid about using new programs that are presented to them. They begin with a general understanding of how the system works. Encourage students to share this confidence in class.

When students first come to class, no matter their level, I give them a Computer Survey (included in the Photocopiable section). It is a general survey about how often they use the computer and what they use it for. I keep these surveys with my student files so I can reference them when I plan a computer project. It gives me an idea of what students' strengths are and when they might need to be paired with or sat next to another student to get some help. During computer time, I typically move students around so there is always support at each table.

There are a variety of ways to incorporate technology into class. You can use programs on a computer that go along with class material, do online research projects or use popular social networking websites to keep the class connected and maintain the community, even when they are not sitting in class. It is not important what students are doing on the computer. The important thing is that they are practicing their English and gaining confidence with modern technology. The skills they learn will prove to be invaluable as they prepare for life outside the classroom.

To assist you in organically adding technology into your classroom, this paper is divided into different sections. I have listed programs and websites that can be used during computer time in class. There is information about the programs and websites and ideas for how to use them in class. Of course, these lists are not exhaustive. Use your own imagination to expand on and adapt the ideas presented so they fit into your classroom. I have also included several projects I have used in class, which include photocopiable materials. At the end of this project, you will also find information about using social media in the classroom and how to set up accounts on those websites.

All the projects and websites mentioned in this project can be used free of charge, with the exception of the programs Pronunciation Power, Microsoft Word and PowerPoint, which must be purchased prior to use. If your center does not already have these programs, speak to your director about adding them to your computers.

As you begin to successfully mesh technology and your regular curriculum, remember that confidence and technology go hand in hand. The more a person uses a piece of technology, the more confident they become using it. There is a degree of trial and error, and there is no room for fear.

I am by no means a technology expert, but I am willing to help and/or give advice if I can offer it. If you have any questions or need any help with these projects, please feel free to contact me at losowski@adultlearningcenter.org.

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Programs

Microsoft Excel

***See the "Microsoft Help Sheet" in the Photocopiable section. Note: The pictures and commands might vary slightly depending on the version of Microsoft you are using.

Description:

Microsoft Excel is a program used to create spreadsheets and enter data. The data entered can be made into tables, lists and charts.

Ways to use it:

- Have students create a spreadsheet to keep track of the number of hours they attend class per month. They can complete it in class or email the document to themselves and keep track on their own computer.
- Have students enter data into a spreadsheet and create graphs or tables. Students could create a survey and use this data to complete the project.
- Have students create a spreadsheet to keep track of common errors. They can print it out and keep it in their notebook or email it to themselves and keep track on their own computer.
- Have students create a spreadsheet directory of the names, addresses and email addresses.

Microsoft Power Point

***See the "Microsoft Help Sheet" in the Photocopiable section. Note: The pictures and commands might vary slightly depending on the version of Microsoft you are using.

Description:

Microsoft Power Point is used to create slideshows that can aid in presentations.

Ways to use it:

- Give students or pairs of students historical information to read then put into a Power Point presentation to give to the class.
- Have students research a topic online and use the information to put together a Power Point presentation to give to the class.
- Give students difficult vocabulary, for example, phrasal verbs, to look up definitions of. Then, they should put together a Power Point presentation to give to the class using the words and definitions.

Microsoft Publisher

***See the "Microsoft Help Sheet" in the Photocopiable section. Note: The pictures and commands might vary slightly depending on the version of Microsoft you are using.

Description:

Microsoft Publisher is used to create brochures, advertisements and other promotional or informational documents.

Ways to use it:

- Have students create an advertisement for the school. They can include class and registration information.
- Have students create a brochure for lower level students with tips on learning English.

Microsoft Word

***See the "Microsoft Help Sheet" in the Photocopiable section. Note: The pictures and commands might vary slightly depending on the version of Microsoft you are using.

Description:

Microsoft Word is a word processing program used to write stories or other printed material. You can also add tables and pictures into the documents.

Ways to use it:

- Dictate the first few sentences of a story. Students type the story into the document. Give students a set amount of time to finish the story with their own creativity. For higher level students, have them add pictures.
- Have each student start at a computer. Give them a set amount of time to start typing a story, perhaps 3 minutes. When time is up, say "switch". The students should rotate to the right and continue working on the story on that computer. This process continues until each student returns to their original computer. They should end, edit and print the story they started then share it with the class.
- Email students a dialog or story that is not in the correct order. Have them open the document on their computer. Have students use the cut and paste functions to put the dialog or story in order. If some students finish early, they can continue the dialog or story.
- For lower level students, give each student a list of vocabulary words. Have them enter the words into a document and search for pictures in the Clip Art section to go along with the words. Have them paste the pictures into the document with the vocabulary words to create a picture collage.
- Email students a document with different tenses of verbs that need to be completed or corrected, depending on the level. Once the students enter

- the correct form of the verb, have them change the font color for different verb tenses. For example, past simple could be represented by red and past continuous could be represented by blue.
- Email students a story, or have them copy one from a website or write one. Have them use different color text for different parts of speech. For example, verbs could be represented by red and adjectives could be represented by blue.
 - Give students a text, for example, a complaint letter, that contains a mixture of formal and informal style and grammar. Have half the students in the class change the complete text to informal style and grammar and the other half of the class change to formal style and grammar. Have the students compare their letters. First, they should compare with students who had the same task they did, then, with the other group.
 - Have students write stories, inserting pictures by using Clip Art. Print and assemble the stories into a book.
 - Have students write recipes for their favorite food from their country. They can use Google to look up the exact recipe if they are not sure of it. Print and assemble the recipes into a class cookbook.
 - Have students create and print a worksheet about whatever grammar point they are currently working on. After printing the worksheet, they exchange worksheets with a classmate and complete the other worksheet. Then give the worksheet back to the creator and have them correct it.

Pronunciation Power

***See the “Pronunciation Power Help Sheet” in the Photocopiable section.

Description:

Pronunciation Power is a program that can be purchased online and downloaded to the computer. You can purchase one or many licenses to use the program from the website – www.englishlearning.com. The cost is approximately \$125 per license. Many centers already have this program on their computers. If your center does not have it, talk to your director about adding this invaluable program.

Ways to use it:

- Allow students to move at their own pace through the sounds. Give them a chart for each sound so they can track their progress and keep a record of the words. {See “Pronunciation Power” in the Photocopiable section.}
- Have all students work on one target sound in the Exercises section, or a minimal pair (for example, long and short vowel sounds or the l sound and the r sound). Either have students keep track of the words or write them on the board to go over once the students have practiced on their own. Go over the meaning and have students make sentences with the words from the lesson.

- Have students go through as many sounds as they can in the Lessons section only. This section shows the formation of the sound with the mouth and tongue. Give each student a mirror so they can see their own mouth as they go through the sounds. Go over any difficult sounds, for example, the th sound, as a class.

Skype

Description:

Skype is a free program that can be downloaded to the computer from the website – www.skype.com. Most features of the program can be used for free to make a phone call from one computer to another. There are other features that allow the user to add money to an account, but it is not necessary to use this feature in order to use the program.

Ways to use it:

- Have students prepare interview questions that they can ask a classmate. Assign partners who are sitting across the room from each other. Using the program, have one student call their partner and interview them. Then, they swap roles as interviewer and interviewee. They should use the information to tell the class or write about their partner.

Websites

Breaking News English

Website:

www.breakingnewsenglish.com

Description:

Breaking News English is a collection of graded news articles, listening and communicative activities. The current affairs lessons are designed specifically for ESL students

Ways to use it:

- Give each student the same news story. Have them read the story, answer the questions and do the exercises that follow. If they finish early, they can try another story. When all students are finished, go over the exercises and discussion questions.
- Give each student a different news story. Have them read the story, answer the questions and do the exercises that follow. When all students are finished with their own stories, have them present the information to the class. Depending on the time and level of students, you could have each student choose one exercise or discussion question to complete with the class.

Craigslist

Website:

nh.craigslist.org

Description:

Craigslist is a website where students can search for jobs or apartments, buy or sell furniture, meet people and find out about community events. Caution: Although Craigslist has a wealth of information and classroom uses, there are constantly new scams appearing. Rather than shying away from this valuable website, use it as a tool to teach students about internet scams and having common sense when dealing online.

Ways to use it:

- Have students search for a job in their field. They should look at several jobs and choose the one that sounds the most interesting to them. They can tell the class or write about their choice. Have more advanced students write a letter of interest to the company.

- Have students search for an apartment to rent. Give students different budgets and requirements for an apartment, or have students come up with their own budget and list. Have students search for an appropriate apartment within their budget that meets all the necessary components.
- Give students a budget for furnishing and decorating their new apartment or house. Tell them to think about their own family and living situation and make a list of things they might need for their new home. Have them search the For Sale section to find things they can use. They should make a list of the things they will purchase, keeping track of the items and the cost. Discuss what students bought and how they spent their money. Students in different family situations will have different priorities, which can lead to an interesting discussion.
- In the Community section, have students look up local events, classes, groups or other information. Put together a list of things that could be of interest to the class or present the list to other classes as a way to build school community.

Create a graph

Website:

nces.ed.gov/nceskids/createagraph/default.aspx

Description:

Create a Graph is a website that allows students to enter their own data and create a variety of graphs and charts.

Ways to use it:

- There is a tutorial on the website that you and/or the students can use to become more familiar with the website.
- Have each student or group of students create a different short survey with a set number of questions. After they go around the room and collect their data, they can go to the website and create a graph or chart of the data they collected. When all students have finished, they should share their graph and results with the class in a short presentation.
- Have the class answer survey questions on the board as a whole. Have each student or group of students create a different type of graph or chart to represent the data. When they are finished, they should share their graphs and decide which is the best representation of the data and why.

Dave's ESL Café

Website:

www.eslcafe.com

Description:

Dave's ESL Café is a website for students to practice on their own. There are games, quizzes, grammar information, vocabulary and other activities. There is also information for teachers.

Ways to use it:

- The Grammar section has groups of lessons on different grammar points. Choose a group and assign students different lessons from the same group, for example, prepositions. Have each student study only the section they were assigned. After the allotted time, each student should come to the board and teach the class about what they learned in their section. By the end of all presentations, the class has learned about all parts of the grammar point.
- Have students go through the quizzes on their own. Show students how to use the Stuff for Students section as a reference to look up information that they are not sure about. When the students are finished, have students discuss which quizzes they took, why they chose them, how difficult they were and what the results were.
- Use the Stuff for Teachers section to find resources for class and lots of ideas for activities to use in class. You could even have the students look through the Idea Cookbook in the Stuff for Teachers section and pick games and activities that they would like to do in class during the year.

EL Civics

Website:

www.elcivics.com

Description:

EL Civics is a collection of lessons and information on American history, culture, holidays and civics. There are printables and lessons for teachers and exercises for students.

Ways to use it:

- In the US States section, have each student read the information for a state that they choose. There is information about the state flag, flower, bird, etc. Have students put the most interesting information onto a poster

- to use for a presentation or show other classes. {See “Poster Project” in the Project section for more information about a similar project.}
- In the Holidays section, have each student look at the information for a different US holiday. They should note when it will take place during the current school year. After all students are finished investigating their holiday, put a class calendar together for the year. Include the holidays and each of the students’ birthdays. Go through the calendar month by month and have each student give details about their holiday when it comes up chronologically. Ask students if these holidays are celebrated in their country or if there are similar holidays.
 - Have each student research one of the topics in the EL Civics section. Have the students make a timeline on the board with the information they learn on the website.
 - Have each student research one of the topics in the EL Civics section. Then have them put together a Power Point presentation to share with the class. {See “Microsoft Power Point” in the Photocopiables & Instructions section for more information about putting together a Power Point presentation.}

ESL Neighborhood

Website:

eslneighborhood.wordpress.com

Description:

ESL Neighborhood is a website I created for my students to practice their English on their own. There is grammar help, new vocabulary, games and quizzes.

Ways to use it:

- Have students go through the Vocabulary section, either the phrasal verbs, smart words, slang or idioms. Give each student certain words or phrases to look up. Once they look them up, have them come up with example sentences for each word or phrase to share with the class.
- Have students go through the quizzes that interest them. After a set amount of time, have the students report on the quizzes they took. They should tell the class how well they did and what they learned.

ESL Podcasts

Website:

www.eslpod.com

Description:

ESL Podcasts has a wide variety of podcasts designed for ESL students with scripts and activities to go along with the podcasts. The podcasts are free to listen to, but there are some services, such as learning guides, that would have to be paid for.

Ways to use it:

- Have students listen to the same podcast and discuss their thoughts, opinions and what they learned. Go over any vocabulary that they do not understand.
- Some podcasts are informational and others are educational. Choose a different educational podcast for each student, for example, how to order food. When students are finished going through their podcast, they teach their classmates what they learned. They could also lead short dialogues based on the new vocabulary and phrasing they learned.

Google

Website:

www.google.com

Description:

Google is the most popular search engine on the internet. The most common use is to search for websites and information, but it can also be used to find images, search maps and satellite images, shop and get news.

Ways to use it:

- Have students use Google Maps to get directions from the school to other places in the community. You can print a map of your city or town and plot the points the students are given on the map. Each student gives the class directions from the school to their assigned place of interest.
- Have the students use Google Images to search for pictures of vocabulary words.
- Use Google to do a general internet scavenger hunt. {See “Scavenger Hunt” in the Projects section for a sample.}
- Use Google to do internet research based on any assigned topic.

Learning Center website

Website:

Concord – www.second-start.org

Dover – www.dalc-online.org

Exeter – adulted.sau16.org

Keene – www.keenecommunityed.org

Laconia – www.laconia.k12.nh.us/adulted

Manchester – www.snhs.org

Nashua – www.adultlearningcenter.org

Portsmouth – www.rcaction.org

Salem – www.salemschooldistrictnh.com

State of New Hampshire – www.nhadulted.org

Description:

Most centers in New Hampshire have their own website detailing programs and services offered. This can give students an idea of what the next step will be after their English class. Also, they can get information for friends and family members who may be unaware of what exists for them.

Ways to use it:

- Give students a set amount of time to look through the website for your school. Set up a quiz show type game, like Jeopardy, to ask students about the information they saw on the website. Organize the information into categories about different programs or services that are offered at your center.
- Have groups of students look through specified sections of the website for your center and report on the services to the class or other classes. For example, one group could report on the ESOL program, another on GED, another on College Transitions, etc. Also, students could put together a quick guide of written information about the school to give to other classes or friends, family or other community members.

Library website

Website:

Claremont – www.claremontnh.com/residents/departments/library.asp

Concord – www.onconcord.com/library

Derry – www.derry.lib.nh.us

Dover – www.dover.lib.nh.us

Exeter – www.exeterpl.org

Keene – www.keenepubliclibrary.org

Laconia – www.laconialibrary.org

Lebanon – www.leblibrary.com

Littleton – www.littletonpubliclibrary.org

Manchester – www.manchester.lib.nh.us

Nashua – www.nashualibrary.org

Portsmouth – www.cityofportsmouth.com/library

Salem – www.salem.lib.nh.us

Description:

Libraries offer incredible amounts of resources for no cost to our students.

Library websites contain catalogs of library books, databases and information about events and services.

Ways to use it:

- Do a scavenger hunt on the library website, having students look up information in the catalog and in databases. {See “Scavenger Hunt” in the Projects section for samples.}
- Plan a field trip to the local library. Use the class before the field trip to teach students how to use the online library catalog. Have students find books they would like to check out of the library. They should write down the location of the book and other information so they can get the book when they get to the library.
- Use the library online databases to do research in class. Access and types of databases available varies by location. Check your local library page for available databases. Some databases may require user information, usually a library card number and an assigned PIN.

Many Things

Website:

www.manythings.org

Description:

Many Things has a variety of resources for ESL students to use to practice their English. There are games, quizzes, vocabulary lists, writing, listening and reading activities.

Ways to use it:

- Beginner students can use the Easy Things for Beginners section to play easy, online games. Most of the games are vocabulary matching games or other easy to follow activities for beginners. Give beginner students an introduction and guidance as to which activities you want them to focus on. When they are finished, ask which games they did and what they learned.
- Have students listen to a recording and follow along with the reading. Go over the exercises when students finish and make a vocabulary list from the different readings for all students.
- In the Speaking section, have students go through the Pronunciation activities. Give each student a different sound to practice. Once all students are finished, each one should come to the front of the class and instruct the class. They should go through sample words with the class to practice the correct pronunciation. See if students can spot any phonics patterns.
- Have students go through specific quizzes. Students can choose several examples of questions from the quizzes to share with their classmates. Put all the questions selected by students together as a general review test for the class.

Randall's Listening Lab

Website:

www.esl-lab.com

Description:

Randall's Listening Lab has listening programs organized by level and topic. There are questions and texts that go along with each listening activity.

Ways to use it:

- Based on level, print out a list of the topics that will be appropriate for your class. Have each student choose a set number of titles to listen to and answer questions about. When all students are finished, have them describe the most interesting listening activity they completed.
- Give each student a different vocabulary lesson to study. After studying the words and doing the exercises on the website, students should choose a set number of words, perhaps five, to give definitions and examples of to the class.

Smithsonian Institute

Website:

www.si.edu

Description:

The Smithsonian Institute website has information about all the Smithsonian museums in Washington, DC. There are also virtual tours of the museums which allow students to "visit" the museum and wander through the collections without leaving the classroom.

Ways to use it:

- Have pairs or groups of students look at the basic information for a different Smithsonian museum. They should gather information about the types of collections at the museum and what the highlights are.
- Each Smithsonian museum has a virtual tour online. Assign a museum to each student or pair of students and have them "tour" the museum. Have them take notes about the interesting things they see, the general appearance of the museum and other impressions they have. They should give a presentation to the class about their museum.

State of New Hampshire website

Website:

www.nh.gov

Description:

The State of New Hampshire website provides information about state government, laws, events and shopping.

Ways to use it:

- Have students use the Government section to look up their state legislators. Once they locate their legislator, they can write a letter to the legislator about the importance of adult education or another issue with personal significance.
- Have students look in the Visitors section at events and happenings around the state. Have each group of students work together to plan a weekend or week long trip for friends or family who are coming to the area. Have students explain the itinerary to the class and why they designed it as they did.
- In the Just for Kids section, there is information about the state written in simpler terms. Although the resources are designed for children, the appearance is not childlike. Use these links and resources to have students research state government and history. Once students have studied the website, do a quiz show type game, such as Jeopardy, to review the information.
- For very advanced students, have them go through the state rules and laws that are on the website. You can divide the list however is best for the group that you have. Make a master list of the most important state laws. Are there any laws that students do not agree with? Are there any laws that are outdated? Talk about the New Hampshire state motto – “Live free or die.” Do the students see this motto reflected in any of the laws or rules they studied?

The Times in Plain English

Website:

www.thetimesinplainenglish.com

Description:

The Times in Plain English is an abridged version of the New York Times meant for ESL students. The stories are the same as those that appear in the New York Times, but they are re-written to be shorter and include easier vocabulary.

Ways to use it:

- Have each student read an article that interests them. They should summarize the article for the class and come up with a set number of discussion questions to talk about with the class.
- Have students read current articles from different sections and put together a brief newspaper with their own written summaries of the news they read.

Town/City website

Website:

Claremont – www.claremontnh.com

Concord – www.ci.concord.nh.us

Derry – www.derry.nh.us

Dover – www.ci.dover.nh.us

Exeter – www.town.exeter.nh.us

Keene – www.ci.keene.nh.us

Laconia – www.city.laconia.nh.us

Lebanon – www.lebnh.net

Littleton – www.townoflittleton.org

Manchester – www.manchesternh.gov

Nashua – www.gonashua.com

Portsmouth – www.cityofportsmouth.com

Salem – www.townofsaalem.org

Description:

Town and city websites provide information about local government, organizations and events. It is a great introduction to where the students live.

Ways to use it:

- Each town or city's website is different, but all websites will have information about town offices and hours of operations. Have students

- make a list of town offices with a brief summary of the services provided there, the hours of operation and location.
- If there is public transportation in your town or city, have students locate the information on the city website. Locate places of interest along different bus lines, including the school.
 - Most town or city websites will have information about events and/or local points of interest. Have students assemble a guidebook or calendar for their town or city that can be shared with other classes or new students who join the class and may be new to the area.

Typing Games

Website:

www.freetypinggame.net

Description:

Typing Games is used to learn essential keyboarding skills. There are instructional videos and games for students to practice typing.

Ways to use it:

- Have students practice their typing individually and track their progress and speed increase.
- Have students race a partner to see who can finish the typing test and practice first.

Yellow Pages

Website:

www.yellowpages.com

Description:

The Yellow Pages is an online directory for looking up addresses and phone numbers for local businesses. The site also has many reviews of local businesses.

Ways to use it:

- Have students find contact information for a particular type of local business. For a large class, give students different types of businesses (restaurants, emergency services, gas stations, shops, etc.). Put all the information together in a guidebook for the class.

You Tube

Website:

www.youtube.com

Description:

You Tube is a collection of videos posted by users around the world. Some videos are created by the users while others are clips from television programs or movies. There are many educational, historical and musical videos.

Ways to use it:

- Give all students the same video to watch, for example, an important historical speech. Depending on the level, you may want to give students a transcript to follow along. Give students follow up questions for content and understanding as well as general discussion. One speech that works particularly well is “I Have a Dream” by Martin Luther King, Jr.
- Give students different videos to watch on the same or similar topics and have them report on them to the class or summarize them in writing. For example, give each student a different endangered animal to research.

Wikipedia

Website:

www.wikipedia.org

Description:

Wikipedia is an online encyclopedia created by users around the world. The pages include information, pictures, maps and links to other sources. There are occasional factual errors, but in general, it is a trustworthy research site.

Ways to use it:

- Give each student a different topic or subject, for example, different countries, states, cities, historical events, etc. Have the students go to Wikipedia and enter their subject into the search bar. If the topic is large, then there is will a long entry with a lot of information. This is a good opportunity to teach students about skimming. {See “Country Project” in the Projects section for more information and photocopyable documents for a specific project using this website.}

WMUR

Website:

www.wmur.com

Description:

WMUR is the New Hampshire news channel. On the website for the station, there is a wealth of information including local news, videos and community events.

Ways to use it:

- Have students look up events happening in their city, or nearby cities, and give recommendations to their classmates. If you have a large class, you can give students different cities or dates to look at and report on.
- Have each student or pair of students watch a different news video or read a different news story and report the news to the class.
- Have each student look at a different part of the weather forecast and put together the weekly forecast on the board to reference during the week. Based on the weather, have students look at the community events page and decide which events would be good to attend that week/weekend.

Projects

Apply for a Job

Objective:

To look up and apply for a job by writing a letter and/or resume.

Materials:

- Job listings or nh.craigslist.org to look up jobs
- Microsoft Word
- Email

Procedure:

1. Give each student a copy of “Apply for a Job”.
2. Give each student a job listing to apply for or have them use Craigslist to search for a job that they want to apply for.
3. Have students use the “Apply for a Job” sheet to take notes and plan their letter or resume.
4. Have students use Microsoft Word to create a resume or application letter to apply for the job they found.
5. Once all students have finished their letter or resume, they should email it to a partner.
6. The partner should read the job listing and letter or resume and decide if their partner should get the job or not. They should write a response email with their decision and reasons.

Modifications:

For lower level students, give each student a printout with a job on it. This saves time because they don't have to look up jobs online, which may be difficult for some. For higher level students, have them search for a job to apply for on Craigslist or another job search website. If there is time to have higher level students complete resumes, you can find many samples online using Google.

Apply for a Job

Job I am applying for:

My experience:

My skills and qualifications:

Country project

Objective:

To research and share information about countries around the world.

Materials:

- www.wikipedia.org
- www.google.com
- One copy per student – “Country Project”

Procedure:

1. Give each student a copy of “Country Project”. Allow students to work individually or in pairs.
2. Each student or pair of students should choose a country to research. Write the country/student combinations on the board.
3. Give students a set amount of time to research the country and take notes on their paper. Encourage students to find some interesting facts about the country.
4. Once all students have finished researching, they should come to the front of the room and share the information about their country. Have the student stand at a map or globe and point out the country as they present.
5. Once all students have finished presenting, quiz the students about the countries they learned about.

Modifications:

This project can be completed as a presentation, Power Point presentation or debate.

Country Project

Name of Country:

(Draw a picture of the flag on the back of this paper. What does the flag represent?)

Land

Area

Neighboring Countries

Topography

Climate

People

Population

Life Expectancy

Major Cities

Ethnic Groups

Languages

Economy

Currency

Natural Resources

Imports

Exports

Other Interesting Facts (Write on the back of this paper.)

Editing project

Objective:

To practice writing and editing using Microsoft Word.

Materials:

- Microsoft Word
- Email
- Photocopiable – “Editing Project” (one per student)

Procedure:

1. Give students a topic to write about.
2. Have students type their work using Microsoft Word. Do not allow students to handwrite their work first.
3. After a set amount of time, have each student email their work to a partner. To do this, they will have to save their Word document on the computer, open their email, compose a new email and attach the file they created to the email.
4. Once the partner receives the email, they should open and save it onto their computer.
5. The partner should go through the document and edit what was written. They can correct spelling, grammar, punctuation, etc. For higher level students, you can have students highlight the changes they made in different colors.
6. When they are finished correcting the document, they should save and close it then email it back to the author.
7. The author should compare their original document with the one their partner sent back to them.
8. The partners should sit and discuss the changes that were made and any questions that either student had about what was written or changed.

Editing Project

Topic:

Ideas:

My partner's email address:

Follow the instructions below:

_____ Write about your topic in Microsoft Word.

_____ Save the document on the computer.

_____ Open your email, and compose an email to your partner.

_____ Attach the document you wrote to the email and sent it to your partner.

_____ Open the email your partner sent you and save it on the computer.

_____ Open the document from your partner and edit it.

_____ Email the document you edited back to your partner with your changes and comments.

_____ Meet with your partner to discuss the changes each of you made.

Next Winter Olympic Host City (Debate)

Objective:

To plan and execute a group debate.

Materials:

- One copy per student – “Olympics are Good Deal for Host Cities”
- One copy per student – “Next Winter Olympic Host City”
- Debate structure
- www.wikipedia.org
- www.google.com
- www.lonelyplanet.com

Procedure:

1. Give each student a copy of “Olympics are Good Deal for Host Cities” to read prior to completing the project.
2. Discuss the article and debate structure.
3. Assign a different city to each group of 3-4 students.
4. Give each student a copy of “Next Winter Olympic Host City”. Encourage groups to plan which student will look up which information so they are not looking for the same things and missing others.
5. Give students a set amount of time to look up information.
6. Once students are finished researching their city, allow the group time to confer and plan how they will debate.
7. Write the debate structure on the board. (See “Debate Structure”)
8. Complete the debate.
9. Have students write the city they think should be the next Olympic host city on a scrap of paper to vote anonymously based on the information presented in the debate.
10. Tally the votes and award a small prize to the winning team.

Modifications:

You can use the same debate structure for many different projects. For example, I have done “Best state to vacation in New England” (included in Photocopiable section) where groups are each given a different state to research and argue. With a debate, it is important to choose a non-controversial topic that students may get overly passionate about in class and to maintain the structure.

Olympics are good deal for host cities, according to Jones Lang LaSalle report

Jul 11, 2001 12:00 PM, By Rachel Smith, Editorial Assistant

CHICAGO – The Olympics leave their host city with a positive legacy, according to a report by Jones Lang LaSalle. The company researched the last four Olympic hosts: Seoul, South Korea; Barcelona, Spain; Atlanta; and Sydney, Australia. In its report, “Reaching Beyond the Gold: The Impact of the Olympic Games on Real Estate Markets,” Jones Lang LaSalle forms a guide for cities that are currently hosting world events and looks at the impact of recent events on the four above-mentioned cities.

Topics that are discussed in the report include urban regeneration, which occurred when Sydney cleaned up a swampy brick works and dump area for the games. Also, the Olympic villages became important boons for the residential and retail areas of downtown Seoul and Barcelona.

The games also provide a reason to make infrastructure improvements that may have been necessary for some time, according to the report. Seoul improved its airport and roads for the Olympics, and Sydney undertook several telecommunications and transportation projects. Most cities have learned to invest in long-term projects that will benefit the city, instead of temporary projects that will have no use after the games. Olympic villages can be used for housing and retail areas after the games are over, as in Sydney, where the solar-powered Olympic Village of Newington will eventually house 5,000 residents.

The environmental implications of preparing for the games are another big concern for future host cities. Sydney created an Olympic Village that uses solar power, and many of the stadiums produce their own power. Also, Sydney promoted public transportation usage. Some 2008 bid cities, such as Paris and Beijing, are currently working on environmental issues to increase their chances of being chosen.

The Olympics also provide unparalleled publicity for the host city, another long-term benefit. Sydney has experienced increased tourism since its Olympic debut. In its report, Jones Lang LaSalle also found that other world events such as the World Cup, the Asian Games and World Expos can impact host cities in similar ways.

Next Winter Olympic Host City

City:

Country:

What kind of entertainment is there in the city?

Are there enough hotels in and around the city to accommodate all the tourists?

Is there public transportation in the city? If all events are not held in the city, is there transportation to other parts of the country?

Are there enough restaurants in the city? What kind of food is served?

What is typical winter weather in this city?

What are other important things that make it a good Olympic host city?

What are possible problems the city could have if chosen as an Olympic host city?

Useful websites:

www.google.com

www.wikipedia.org

www.lonelyplanet.com

Useful expressions for debate:

Although

Even though

In spite of

On the other hand

Despite

However

Nevertheless

Ex. *Although the city is very crowded, it offers diverse entertainment.*

Ex. *Nevertheless, there's a lack of public facilities and very few English speakers.*

Debate Structure (60 minute debate + research time)

Research time: 45 minutes (or as needed)

Time on the computer to research the information.

Planning time: 5 minutes

After all research is finished, the group has time to confer and plan their strategy.

Presentation time: 5 minutes per group

One by one, each group gets 5 minutes to present their information. Other groups are not allowed to interrupt or comment. All group members must speak. Groups who are not talking should take notes on information to be used against the other teams in the Attack time.

Meeting time: 2 minutes

Once all groups have presented, the groups get 2 minutes to confer with each other to plan how they would like to “attack” the other groups, pointing out the negative points in their presentations.

Attack time: 3 minutes per group

Each group gets 3 minutes to “attack” the other group and point out the negative points in their presentations. They can attack any group in any order. The groups are not allowed to respond to attacks at this time, but they should take notes so they can respond to them in the next round.

Meeting time: 2 minutes

Once all groups have presented, the groups get 2 minutes to confer with each other to plan how they will respond to the attacks from other groups and give closing remarks.

Rebuttal/Closing time: 2 minutes per group

Each group gets 2 minutes to rebut the negative remarks that other groups made against them. This is also a time when each group can make some positive closing remarks.

Open time: 5 minutes

Once all groups have made their rebuttal and closing remarks, the floor is open for questions and attacks. Any group can speak directly to another group, but all groups must be respectful, raising their hand to speak and maintaining appropriate volume and language.

*****These times can be adjusted as needed, but it maintaining a structure with similar time proportions is recommended.**

Phrasal Verb Lookup

Objective:

To use an online dictionary to look up and understand phrasal verbs.

Materials:

- Basket or bowl
- One copy of “Phrasal Verb List” cut into strips
- One copy per student – “Phrasal Verb Definitions”
- One copy per student – “Phrasal Verb Project”
- www.englishpage.com/prepositions/phrasaldictionary.html
- www.dictionary.com

Procedure:

1. Before class, print one copy of the “Phrasal Verb List” and cut it into strips with one verb on each strip. Put the strips into a basket or bowl for students to choose from.
2. Give each student a copy of “Phrasal Verb Project”. Have extra copies on hand in case a student finishes early and has time to look up more phrasal verbs.
3. Have each student choose five strips from the basket.
4. The students should use the website for the English Page Dictionary, www.dictionary.com or Google to look up the meaning and come up with an example for each phrasal verb they chose.
5. If a student comes across a phrasal verb that they cannot find a definition for, they should throw the strip away and choose a new one.
6. Give the students a set amount of time to look up the verbs and write the definitions and examples on the “Phrasal Verb Project” sheet.
7. If a student finishes with the verbs they originally selected, they should get a new paper and choose new verbs to look up.
8. When all students have finished, give the students a copy of “Phrasal Verb Definitions”. They can use this to take notes on as other students are presenting their verbs.
9. Each student should come to the front of the room and use the board to present their verbs.

Modifications:

The “Phrasal Verb List” and “Phrasal Verb Definitions” photocopyables that are included are very long and include most, if not all, phrasal verbs. You can eliminate verbs you feel are not appropriate for your class, or you can find other lists of phrasal verbs online that is not as extensive.

Phrasal Verb Project

Go to the website www.englishpage.com/prepositions/phrasaldictionary.html and use the letters on the left hand side to look up the phrasal verbs you chose. Write down the phrasal verb, the definition and come up with an example to give the class. If you finish the verbs you are given, ask your teacher for a new paper and more phrasal verbs to look up. If you are unable to find a definition on the website listed above, try using www.dictionary.com or www.google.com. If you still cannot find a definition, throw the verb away and pick a new one. Ask the teacher for help if you need it.

Phrasal Verb #1

Verb: _____

Definition: _____

Example: _____

Phrasal Verb #2

Verb: _____

Definition: _____

Example: _____

Phrasal Verb #3

Verb: _____

Definition: _____

Example: _____

Phrasal Verb #4

Verb: _____

Definition: _____

Example: _____

Phrasal Verb #5

Verb: _____

Definition: _____

Example: _____

Phrasal Verb List

ask someone out	call on someone
ask around	call someone up
add up to something	calm down
back something up	not care for someone/something
back someone up	catch up
blow up	check in
blow something up	check out
break down	check someone/something out
break something down	check out someone/something
break in	cheer up
break into something	cheer someone up
break something in	chip in
break in	clean something up
break up	come across something
break out	come apart
break out in something	come down with something
bring someone down	come forward
bring someone up	come from somewhere
bring something up	count on someone/something
call around	cross something out
call someone back	cut back on something
call something off	cut something down
call on someone	cut in

cut something off
cut someone off
cut something out
do someone/something over
do something over
do away with something
do something up
dress up
drop back
drop in/by/over
drop someone/something off
drop out
eat out
end up
fall apart
fall down
fall out
fall out
figure something out
fill something in
fill something out
fill something up
find out
find something out
get something across/over

get along/on
get around
get away
get away with something
get back
get something back
get back at someone
get back into something
get on something
get over something
get round to something
get up
get up
give someone away
give something away
give something back
give in
give something out
give something up
give up
go after someone
go after something
go against someone
go ahead
go back

go out
go out with <i>someone</i>
go over
go without <i>something</i>
grow apart
grow back
grow up
grow out of <i>something</i>
grow into <i>something</i>
hand something down
hand something in
hand something out
hand something over
hang in
hang on
hang out
hang up
hold someone/something back
hold something back
hold on
hold onto <i>someone/something</i>
hold someone/something up
keep on doing <i>something</i>
keep something from <i>someone</i>
keep someone/something out

keep something up
let someone down
let someone in
look after <i>someone/something</i>
look down on <i>someone</i>
look for <i>someone/something</i>
look forward to <i>something</i>
look into <i>something</i>
look out
look out for <i>someone/something</i>
look something over
look something up
look up to <i>someone</i>
make something up
make up
make someone up
mix something up
pass away
pass out
pass something out
pass something up
pay someone back
pay for <i>something</i>
pick something out
point someone/something out

put something down
put someone down
put something off
put something out
put something together
put up with someone/something
put something on
run into someone/something
run over someone/something
run away
run out
send something back
set something up
set someone up
shop around
show off
sleep over
sort something out
stick to something
switch something off
switch something on
take after someone
take something apart

take something back
take off
take something off
take something out
take someone out
tear something up
think back
think something over
throw something away
turn something down
turn something off
turn something on
turn something up
turn up
try something on
try something out
use something up
wake up
warm someone/something up
warm up
wear off
work out
work something out

Phrasal Verb Definitions

Verb	Meaning	Example
ask someone out	invite on a date	Brian asked Judy out to dinner and a movie.
ask around	ask many people the same question	I asked around but nobody has seen my wallet.
add up to something	equal	Your purchases add up to \$205.32.
back something up	reverse	You'll have to back up your car so that I can get out.
back someone up	support	My wife backed me up over my decision to quit my job.
blow up	explode	The racing car blew up after it crashed into the fence.
blow something up	add air	We have to blow 50 balloons up for the party.
break down	stop functioning (vehicle, machine)	Our car broke down at the side of the highway in the snowstorm.
break down	get upset	The woman broke down when the police told her that her son had died.

break something down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
break in	force entry to a building	Somebody broke in last night and stole our stereo.
break into something	enter forcibly	The firemen had to break into the room to rescue the children.
break something in	wear something a few times so that it doesn't look/feel new	I need to break these shoes in before we run next week.
break in	interrupt	The TV station broke in to report the news of the president's death.
break up	end a relationship	My boyfriend and I broke up before I moved to America.
break up	start laughing (informal)	The kids just broke up as soon as the clown started talking.
break out	escape	The prisoners broke out of jail when the guards weren't looking.
break out in something	develop a skin condition	I broke out in a rash after our camping trip.
bring someone down	make unhappy	This sad music is bringing me down .

bring someone up	raise a child	My grandparents brought me up after my parents died.
bring something up	start talking about a subject	My mother walks out of the room when my father brings up sports.
bring something up	vomit	He drank so much that he brought his dinner up in the toilet.
call around	phone many different places/people	We called around but we weren't able to find the car part we needed.
call someone back	return a phone call	I called the company back but the offices were closed for the weekend.
call something off	cancel	Jason called the wedding off because he wasn't in love with his fiancé.
call on someone	ask for an answer or opinion	The professor called on me for question 1.
call on someone	visit someone	We called on you last night but you weren't home.
call someone up	phone	Give me your phone number and I will call you up when we are in town.
calm down	relax after being angry	You are still mad. You need to calm down before you drive the car.

not care for <i>someone/something</i>	not like (formal)	I don't care for his behavior.
catch up	get to the same point as someone else	You'll have to run faster than that if you want to catch up with Marty.
check in	arrive and register at a hotel or airport	We will get the hotel keys when we check in .
check out	leave a hotel	You have to check out of the hotel before 11:00 AM.
check <i>someone/something</i> out	look at carefully, investigate	The company checks out all new employees.
check out <i>someone/something</i>	look at (informal)	Check out the crazy hair on that guy!
cheer up	become happier	She cheered up when she heard the good news.
cheer someone up	make happier	I brought you some flowers to cheer you up .
chip in	help	If everyone chips in we can get the kitchen painted by noon.
clean something up	tidy, clean	Please clean up your bedroom before you go outside.

come across <i>something</i>	find unexpectedly	I came across these old photos when I was tidying the closet.
come apart	separate	The top and bottom come apart if you pull hard enough.
come down with <i>something</i>	become sick	My nephew came down with chicken pox this weekend.
come forward	volunteer for a task or to give evidence	The woman came forward with her husband's finger prints.
come from somewhere	originate in	The art of origami comes from Asia.
count on <i>someone/something</i>	rely on	I am counting on you to make dinner while I am out.
cross something out	draw a line through	Please cross out your old address and write your new one.
cut back on <i>something</i>	consume less	My doctor wants me to cut back on sweets and fatty foods.
cut something down	make something fall to the ground	We had to cut the old tree in our yard down after the storm.
cut in	interrupt	Your father cut in while I was dancing with your uncle.

cut in	pull in too closely in front of another vehicle	The bus driver got angry when that car cut in .
cut in	start operating (of an engine or electrical device)	The air conditioner cuts in when the temperature gets to 22°C.
cut something off	remove with something sharp	The doctors cut off his leg because it was severely injured.
cut something off	stop providing	The phone company cut off our phone because we didn't pay the bill.
cut someone off	take out of a will	My grandparents cut my father off when he remarried.
cut something out	remove part of something (usually with scissors and paper)	I cut this ad out of the newspaper.
do someone/something over	beat up, ransack (Br.E., informal)	He's lucky to be alive. His shop was done over by a street gang.
do something over	do again (N.Amer.)	My teacher wants me to do my essay over because she doesn't like my topic.
do away with something	discard	It's time to do away with all of these old tax records.
do something up	fasten, close	Do your coat up before you go outside. It's snowing!

dress up	wear nice clothing	It's a fancy restaurant so we have to dress up .
drop back	move back in a position/group	Andrea dropped back to third place when she fell off her bike.
drop in/by/over	come without an appointment	I might drop in/by/over for tea sometime this week.
drop someone/something off	take someone/something somewhere and leave them/it there	I have to drop my sister off at work before I come over.
drop out	quit a class, school etc	I dropped out of Science because it was too difficult.
eat out	eat at a restaurant	I don't feel like cooking tonight. Let's eat out .
end up	eventually reach/do/decide	We ended up renting a movie instead of going to the theatre.
fall apart	break into pieces	My new dress fell apart in the washing machine.
fall down	fall to the ground	The picture that you hung up last night fell down this morning.
fall out	separate from an interior	The money must have fallen out of my pocket.

fall out	(of hair, teeth) become loose and unattached	His hair started to fall out when he was only 35.
figure something out	understand, find the answer	I need to figure out how to fit the piano and the bookshelf in this room.
fill something in	to write information in blanks (Br.E.)	Please fill in the form with your name, address, and phone number.
fill something out	to write information in blanks (N.Amer.)	The form must be filled out in capital letters.
fill something up	fill to the top	I always fill the water jug up when it is empty.
find out	discover	We don't know where he lives. How can we find out ?
find something out	discover	We tried to keep the time of the party a secret, but Samantha found it out .
get something across/over	communicate, make understandable	I tried to get my point across/over to the judge but she wouldn't listen.
get along/on	like each other	I was surprised how well my new girlfriend and my sister got along/on .
get around	have mobility	My grandfather can get around fine in his new wheelchair.

get away	go on a vacation	We worked so hard this year that we had to get away for a week.
get away with something	do without being noticed or punished	Jason always gets away with cheating in his math tests.
get back	return	We got back from our vacation last week.
get something back	receive something you had before	Liz finally got her Science notes back from my room-mate.
get back at someone	retaliate, take revenge	My sister got back at me for stealing her shoes. She stole my favorite hat.
get back into something	become interested in something again	I finally got back into my novel and finished it.
get on something	step onto a vehicle	We're going to freeze out here if you don't let us get on the bus.
get over something	recover from an illness, loss, difficulty	I just got over the flu and now my sister has it.
get over something	overcome a problem	The company will have to close if it can't get over the new regulations.
get round to something	finally find time to do (N.Amer.: get around to something)	I don't know when I am going to get round to writing the thank you cards.

get together	meet (usually for social reasons)	Let's get together for a BBQ this weekend.
get up	get out of bed	I got up early today to study for my exam.
get up	stand	You should get up and give the elderly man your seat.
give someone away	reveal hidden information about someone	His wife gave him away to the police.
give someone away	take the bride to the altar	My father gave me away at my wedding.
give something away	ruin a secret	My little sister gave the surprise party away by accident.
give something away	give something to someone for free	The library was giving away old books on Friday.
give something back	return a borrowed item	I have to give these skates back to Franz before his hockey game.
give in	reluctantly stop fighting or arguing	My boyfriend didn't want to go to the ballet, but he finally gave in .
give something out	give to many people (usually at no cost)	They were giving out free perfume samples at the department store.

give something up	quit a habit	I am giving up smoking as of January 1st.
give up	stop trying	My math homework was too difficult so I gave up .
go after someone	follow someone	My brother tried to go after the thief in his car.
go after something	try to achieve something	I went after my dream and now I am a published writer.
go against someone	compete, oppose	We are going against the best soccer team in the city tonight.
go ahead	start, proceed	Please go ahead and eat before the food gets cold.
go back	return to a place	I have to go back home and get my lunch.
go out	leave home to go on a social event	We're going out for dinner tonight.
go out with someone	date	Jesse has been going out with Luke since they met last winter.
go over something	review	Please go over your answers before you submit your test.

go over	visit someone nearby	I haven't seen Tina for a long time. I think I'll go over for an hour or two.
go without something	suffer lack or deprivation	When I was young, we went without winter boots.
grow apart	stop being friends over time	My best friend and I grew apart after she changed schools.
grow back	regrow	My roses grew back this summer.
grow up	become an adult	When Jack grows up he wants to be a fireman.
grow out of something	get too big for	Elizabeth needs a new pair of shoes because she has grown out of her old ones.
grow into something	grow big enough to fit	This bike is too big for him now, but he should grow into it by next year.
hand something down	give something used to someone else	I handed my old comic books down to my little cousin.
hand something in	submit	I have to hand in my essay by Friday.
hand something out	to distribute to a group of people	We will hand out the invitations at the door.

hand something over	give (usually unwillingly)	The police asked the man to hand over his wallet and his weapons.
hang in	stay positive (N.Amer., informal)	Hang in there. I'm sure you'll find a job very soon.
hang on	wait a short time (informal)	Hang on while I grab my coat and shoes!
hang out	spend time relaxing (informal)	Instead of going to the party we are just going to hang out at my place.
hang up	end a phone call	He didn't say goodbye before he hung up .
hold someone/something back	prevent from doing/going	I had to hold my dog back because there was a cat in the park.
hold something back	hide an emotion	Jamie held back his tears at his grandfather's funeral.
hold on	wait a short time	Please hold on while I transfer you to the Sales Department.
hold onto someone/something	hold firmly using your hands or arms	Hold onto your hat because it's very windy outside.
hold someone/something up	rob	A man in a black mask held the bank up this morning.

keep on doing something	continue doing	Keep on stirring until the liquid comes to a boil.
keep something from someone	not tell	We kept from our parents for two years.
keep someone/something out	stop from entering	Try to keep out the wet dog of the living room.
keep something up	continue at the same rate	If you keep up those results you will get into a great college.
let someone down	fail to support or help, disappoint	I need you to be on time. Don't let me down this time.
let someone in	allow to enter	Can you let the cat in before you go to school?
look after someone/something	take care of	I have to look after my sick grandmother.
look down on someone	think less of, consider inferior	Ever since we stole that chocolate bar your dad has looked down on me.
look for someone/something	try to find	I'm looking for a red dress for the wedding.
look forward to something	be excited about the future	I'm looking forward to the Christmas break.

look into something	investigate	We are going to look into the price of snowboards today.
look out	be careful, vigilant, and take notice	Look out! That car's going to hit you!
look out for someone/something	be especially vigilant for	Don't forget to look out for snakes on the hiking trail.
look something over	check, examine	Can you look over my essay for spelling mistakes?
look something up	search and find information in a reference book or database	We can look her phone number up on the Internet.
look up to someone	have a lot of respect for	My little sister has always looked up to me.
make something up	invent, lie about something	Josie made up a story about why we were late.
make up	forgive each other	We were angry last night, but we made up at breakfast.
make someone up	apply cosmetics to	My sisters made me up for my graduation party.
mix something up	confuse two or more things	I mixed up the twins' names again!

pass away	die	His uncle passed away last night after a long illness.
pass out	faint	It was so hot in the church that an elderly lady passed out .
pass something out	give the same thing to many people	The professor passed the textbooks out before class.
pass something up	decline (usually something good)	I passed up the job because I am afraid of change.
pay someone back	return owed money	Thanks for buying my ticket. I'll pay you back on Friday.
pay for something	be punished for doing something bad	That bully will pay for being mean to my little brother.
pick something out	choose	I picked out three sweaters for you to try on.
point someone/something out	indicate with your finger	I'll point my boyfriend out when he runs by.
put something down	put what you are holding on a surface or floor	You can put the groceries down on the kitchen counter.
put someone down	insult, make someone feel stupid	The students put the substitute teacher down because his pants were too short.

put something off	postpone	We are putting off our trip until January because of the hurricane.
put something out	extinguish	The neighbors put the fire out before the firemen arrived.
put something together	assemble	I have to put the crib together before the baby arrives.
put up with someone/something	tolerate	I don't think I can put up with three small children in the car.
put something on	put clothing/accessories on your body	Don't forget to put on your new earrings for the party.
run into someone/something	meet unexpectedly	I ran into an old school-friend at the mall.
run over someone/something	drive a vehicle over a person or thing	I accidentally ran over your bicycle in the driveway.
run over/through something	rehearse, review	Let's run over/through these lines one more time before the show.
run away	leave unexpectedly, escape	The child ran away from home and has been missing for three days.
run out	have none left	We ran out of shampoo so I had to wash my hair with soap.

send something back	return (usually by mail)	My letter got sent back to me because I used the wrong stamp.
set something up	arrange, organize	Our boss set up a meeting with the president of the company.
set someone up	trick, trap	The police set up the car thief by using a hidden camera.
shop around	compare prices	I want to shop around a little before I decide on these boots.
show off	act extra special for people watching (usually boastfully)	He always shows off on his skateboard
sleep over	stay somewhere for the night (informal)	You should sleep over tonight if the weather is too bad to drive home.
sort something out	organize, resolve a problem	We need to sort the bills out before the first of the month.
stick to something	continue doing something, limit yourself to one particular thing	You will lose weight if you stick to the diet.
switch something off	stop the energy flow, turn off	The light's too bright. Could you switch it off ?
switch something on	start the energy flow, turn on	We heard the news as soon as we switched on the car radio.

take after <i>someone</i>	resemble a family member	I take after my mother. We are both impatient.
take something apart	purposely break into pieces	He took the car brakes apart and found the problem.
take something back	return an item	I have to take our new TV back because it doesn't work.
take off	start to fly	My plane takes off in five minutes.
take something off	remove something (usually clothing)	Take off your socks and shoes and come in the lake!
take something out	remove from a place or thing	Can you take the garbage out to the street for me?
take someone out	pay for someone to go somewhere with you	My grandparents took us out for dinner and a movie.
tear something up	rip into pieces	I tore up my ex-boyfriend's letters and gave them back to him.
think back	remember (often + to, sometimes + on)	When I think back on my youth, I wish I had studied harder.
think something over	consider	I'll have to think this job offer over before I make my final decision.

throw something away	dispose of	We threw our old furniture away when we won the lottery.
turn something down	decrease the volume or strength (heat, light etc)	Please turn the TV down while the guests are here.
turn something down	refuse	I turned the job down because I don't want to move.
turn something off	stop the energy flow, switch off	Your mother wants you to turn the TV off and come for dinner.
turn something on	start the energy, switch on	It's too dark in here. Let's turn some lights on .
turn something up	increase the volume or strength (heat, light etc)	Can you turn the music up ? This is my favorite song.
turn up	appear suddenly	Our cat turned up after we put posters up all over the neighborhood.
try something on	sample clothing	I'm going to try these jeans on , but I don't think they will fit.
try something out	test	I am going to try this new brand of detergent out .
use something up	finish the supply	The kids used all of the toothpaste up so we need to buy some more.

wake up	stop sleeping	We have to wake up early for work on Monday.
warm <i>someone/something</i> up	increase the temperature	You can warm your feet up in front of the fireplace.
warm up	prepare body for exercise	I always warm up by doing sit-ups before I go for a run.
wear off	fade away	Most of my make-up wore off before I got to the party.
work out	exercise	I work out at the gym three times a week.
work out	be successful	Our plan worked out fine.
work something out	make a calculation	We have to work out the total cost before we buy the house.

Poster Project

Objective:

To research and create a poster to share information.

Materials:

- One poster per student
- One copy per student – “Poster Project”
- Magazines to cut
- Markers
- Scissors
- Glue and/or tape
- www.google.com
- Other appropriate websites

Procedure:

1. Before class, ask other teachers if they would be able to bring their classes to your room later in the class. Give the teachers a time when you anticipate students will finish their posters. The teachers will bring their students around to look at the posters and ask questions.
2. Give each student a copy of “Poster Project”.
3. Have each student choose a topic in a category. Categories that have worked well are Endangered Animals, Ways to Go Green and Help the Environment, Strategies for Learning English and Wonders of the World.
4. Have students research their topic and use the “Poster Project” sheet to take notes and prepare their poster.
5. Once students have completed their research online, they should get a poster, markers, magazines, scissors and glue to use to prepare their poster.
6. Give students a set amount of time to complete their posters.
7. Hang posters around the room, giving each student enough space around them for visitors. If there is not enough wall space, stand a chair on the table and put the poster on top of it.
8. If there is time, have the students go around and see their classmates’ posters before other classes come in. If there is not enough time for this, have the students do this after the other classes leave.
9. Invite the other classes to come in, walk around and ask questions.
10. Give students time to reflect once the project is finished.

Poster Project

Topic:

Notes from research:

Pictures to find for poster:

*****Use the back of this paper to plan the layout of your poster.*****

Scavenger Hunt

Objective:

To familiarize students with the internet or a specific website.

Materials:

- One copy per student – “Internet Scavenger Hunt”
- www.google.com
- Other appropriate websites

Procedure:

1. Review basic search procedures with students.
2. Give each student a copy of “Internet Scavenger Hunt” or any other scavenger hunt you create or find on the internet.
3. Be sure students do not start searching until all students are ready and understand the information they are searching for.
4. Tell students to begin and set a specific amount of time, or let students go until the first person finishes the entire hunt.
5. Once all students are finished, go over the correct answers and where the answers are found online.

Modifications:

You can create a scavenger hunt using any website or search engine with questions as specific or as vague as you want. You can have students search for information or websites. Use vocabulary and topics from your curriculum.

Internet Scavenger Hunt

1) What is the weather forecast for tomorrow in Barcelona, Spain?

2) What is the headline on the main page of the Nashua Telegraph?

3) What is the website for a newspaper from your country?

4) How many miles is Boston, Massachusetts from San Francisco, California?

5) How many American dollars are equal to one Euro?

6) What is the meaning of the word "ubiquitous"?

7) Who was the 16th president of the United States?

8) When was the United States' Declaration of Independence signed?

9) What is the state motto for New Hampshire?

10) When did the Old Man of the Mountain fall?

Library Scavenger Hunt

Upper Level:

How many languages does the library offer books in? _____

Give an example of 3 languages.

How many computers are in the upstairs computer area? _____

What are the library hours? _____

What is the name of the statue outside the library? Who created it?

How much is one black and white photocopy? _____

Does the library have a newspaper in your language? If yes, what is the name?

Find the following items. If it is a book, write the title, author and subject.

A large print book _____

A teen book _____

A mystery book _____

An adult fiction book _____

An adult non-fiction book _____

A child's fiction book _____

A child's magazine _____

First name of reference librarian _____

First name of someone at the main desk _____

Give the information for two pieces of artwork in the library – one from the upper level and one from the lower level.

Lower Level:

What is the capacity of the theater?

What movie is being shown this Friday?

What children's movie is being shown on Saturday?

How many countries does the library have movies from?

Find the following items. Write the title and artist or author.

A biography _____

A children's video _____

A TV series _____

CD by popular American singer or group _____

World music CD _____

First name of person working at Audio-Visual desk _____

DVD displayed on Audio-Visual counter _____

General Thoughts:

Did you enjoy the visit to the library? What did you learn? Was the staff friendly? What things at the library would you like to explore further? Any other thoughts you would like to share?

Social Networking

Facebook

Facebook can be used to keep connected to the class when they are not physically in the building. You can create a group or page for the class where all students will be connected to each other without having to become “friends” with each other. This allows some anonymity so students who are not comfortable sharing all their personal information with their classmates can join the group or page without having to share their family photographs, thoughts and other information. Also, some schools or centers may have regulations concerning teachers becoming “friends” with students on Facebook. By creating a group or page for the class, you do not need to become friends with any students, but you will still be connected to them.

Facebook is a daily, if not hourly, obsession for so many young people today. By bringing their natural obsession into the classroom, it allows them to connect their daily life to the classroom and hence, learning. If they are encouraged to visit the class page and communicate in English, they will become more comfortable online in English.

For students who do not have a Facebook account, it is free and easy to set up.

To set up a Facebook account:

1. Go to www.facebook.com.
2. Enter your information under “Sign Up”.
3. Once you have entered all information, click “Sign Up”.
4. Facebook can search for your friends who are already using Facebook by searching for their email addresses. You can add friends using this method, or you can click “Skip this Step” and add friends later.
5. Fill in your education and employment information and click “Save & Continue” or you can click “Skip” and add the information later.
6. Facebook will generate a list of people you may know. You can add friends from the list or click “Skip”.
7. You can add a photo to the page. Click “Upload a Photo” to add a photo that is on your computer. If you have a webcam, you can click “Take a Photo” to take a photo at the moment. You can also click “Skip” and add a picture later.
8. You will be taken to your new Facebook page. At the top of the page is a strip that prompts you to log in to your email to complete the process. Click “Go to your Email”.
9. Log in to your email.
10. Open the email from Facebook with the subject “Just one more step to get started on Facebook”.
11. Click the link in the email.
12. Your account is confirmed.

Question: Should I create a group or a page for my class?

Answer: It depends. There are advantages and disadvantages to both. A group is easier to set up and invite students to join. There are options for how visible the group will be to people outside the group, so you will be able to protect students' privacy. However, you cannot connect a group to other forms of social media or websites. If the sole purpose of using Facebook is to connect students, then a group is probably the best way to go. A page is slightly more complicated to set up and manage, but it enables you to connect the Facebook page to other websites or forms of social media you use for class.

If you are still not sure which one would suit your needs, go to Facebook and search for different groups and pages. Check out the features of each to get an idea of what would be more appropriate for your purposes. Then, see the instructions below for information on setting up a group or a page. You need to have a Facebook account in order to set up either a page or group.

To create a group for the class:

1. Go to www.facebook.com.
2. Log in to your Facebook page.
3. In the left hand column, find the heading for "Groups".
4. Click "Create Group".
5. Enter a group name.
6. If you are already friends with some students, you can enter their names in the Members section. You must enter at least one member to the group. If you are not friends with a student, just add a random family member or close friend, who you can delete later.
7. Choose the Privacy option that best suits your needs. (I recommend the "Closed" setting.)
8. Click "Create".
9. Choose an appropriate icon for your group. Click on the icon, then click "Okay".
10. The group is created and you are taken to the group page.
11. Give the group name to students. They can search for the name and request to join the group.
12. You can add new members, post information and add photos.

To create a page for the class:

1. Go to www.facebook.com.
2. Log in to your Facebook page.
3. At the bottom of the right hand column, click the arrow next to “More” then click on “Create a Group”. If you cannot find this link and you are logged in to your Facebook account, you can enter the website www.facebook.com/pages/create/php.
4. Click on the type of page you want to create. I recommend choosing “Cause or Community”.
5. Enter a name for the page.
6. Check the box next to “I agree to Facebook Pages Terms”.
7. Click “Get Started”.
8. Add a profile picture for your page. You can choose “Upload From Computer” to load a picture you have or choose “Import From Website” to get a picture from the internet. If you do not want to add a picture, click “Skip”. I recommend adding a picture so your students can more easily identify the page.
9. Once you have chosen a picture, click “Next”.
10. Add some information about the organization, for example, class or school information. If there is a website for your school, or if you have a personal website, you can also add this here.
11. Click “Save Info”.
12. You will be taken to a gray version of the “Admin Panel”. Click “Like” to join the page.
13. You will get a brief tour of the features of the Admin Panel. Click “Next” through the tutorial.
14. You can invite friends to join, or you can give the name or web address to students. They should go to the page and click “Like” to join.

Twitter

Twitter is a great way to send daily messages to students, although this could also be accomplished using Facebook. You cannot set up a simple group with Twitter; you will have “followers”. You can create a free account and post short messages as often as you like. You can post a word of the day, questions for students to answer, etc. It is more a place to post information, or send it out to people without allowing a direct forum for students to respond and interact.

To set up a Twitter account:

1. Go to www.twitter.com.
2. In the designated box that says “New to Twitter?” enter your full name, email address and a password.
3. Click “Sign up for Twitter.”
4. Verify that your name, email address, password and username are OK and have green checkmarks. You may change any of these if they are not to your liking.
5. Click “Create my account.”
6. Click “Next” through the tutorial. If you wish to skip any steps, you can scroll down and click “Skip this step.”
7. Once you have clicked through the tutorial and set up your page, you will be automatically taken to your home screen.
8. You are ready to “tweet”!

Creating a free email account

You can use Yahoo or Google to create a free email account. Yahoo is extremely user friendly and easy to use. Google is fairly easy to use, yet not quite as basic as Yahoo, as it allows users to keep a calendar and documents connected to their email account. For students with little to no computer literacy, Yahoo may be the best choice. For students whose computer skills are at a higher level, Google may be the best choice because it will give them more diversity as they become more familiar with it.

To create a free Yahoo account:

1. Go to mail.yahoo.com.
2. Click on "Create New Account" on the top of the page.
3. Enter the requested information.
4. Click on "Create My Account" at the bottom.
5. A congratulations message will appear.
6. Click "Continue".
7. Under the welcome message, you can click on "Learn More" after the "Get the most out of your inbox" message for a tutorial.
8. Explore the features of Yahoo Mail.

To create a free Google (Gmail) account:

1. Go to www.gmail.com.
2. Click on "Create New Account" on the top of the page.
3. Enter the requested information.
4. Click on "Next Step" at the bottom.
5. When the "Create Your Profile" screen comes up, you may add a profile photo or skip the step by clicking "Next Step". It is not necessary to add a photo, so if you are helping a student, you can just click "Next Step".
6. You will get a message that you are all set. Click "Continue to Gmail".
7. A welcome message will pop up. Click "Next" to take a quick tour of Gmail or click the "X" to close the window. The tour could be helpful for those who are not familiar with Gmail.
8. Explore the features of Gmail.

Photocopiables

Computer Survey

Do you have a computer at home?

Yes No

How often do you use it? _____

Do you use a computer outside your home (at school, work, library)?

Yes No

How often? _____

Please check what you do on a computer.

_____ Internet

_____ Games

_____ Download from internet

_____ Send email

_____ Send email with pictures or documents

_____ Save a file

_____ Print

_____ Microsoft word

_____ Pronunciation Power

_____ Microsoft Excel

_____ PowerPoint presentation

_____ Other _____

Microsoft Help Sheet



New – Opens a new document



Open – Opens a document from the computer



Save – Saves a document to the computer



Print – Prints a document (must connect to printer)



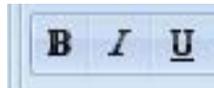
Menu Bar – All commands can be found by clicking on the menus



Ruler – See size of document and set spacing



Font – Change the type and size of typing



Font – Change font to **bold**, *italic* or underlined.



Font – Background color or color of font



Insert – Bullets, Numbering or Outline



Size – Change size of document on screen



Alignment – Change alignment



Spelling and Grammar Check



Undo



Spacing



Border



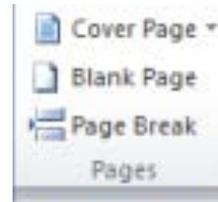
Sort



Cut, Copy and Paste



Change Heading or Document Style



Insert Pages



Insert Symbol



Insert Clip Art



Insert Picture



Insert Table

Pronunciation Power

Name:

Sound Number:

Date:

Sound Name:

1) Sample words: Listen – Repeat – Copy each word.

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

2) Comparative words: Listen – Repeat – Copy the pairs of words.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

3) Listening Discrimination B: Listen – Copy sentences – Circle correct answer

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

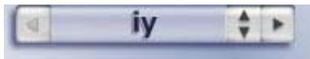
4) Level 1 Sentences: Listen to the sentences and practice repeating.

Great job!!! When you finish this sound, get a new paper from the teacher and go on to the next sound.

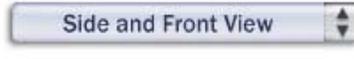
Pronunciation Power Help Sheet

Lessons

Shows animated and actual view of the pronunciation of each sound.
Shows side view and front view.



Changes the sound.



Changes view.



Plays the sound.

Exercises

Practicing the sound with exercises.

Sample words: 15 short words that have the sound

Comparative words: 10 pairs of words, one with the sound, the other without

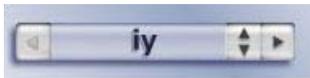
Listening discrimination A: 15 pairs of spoken words, detecting sound

Listening discrimination B: 10 sentences, choose word being said

S.T.A.I.R.: 10 sentences, practicing stress

Level 1 sentences: 10 short sentences with sound

Level 2 sentences: 10 long sentences with sound



Changes the sound.



Changes the exercise.



Listen to the sound.



Record the sound.



Play the recording.



Save the recording.



Go back.



Go to next.

Dictionary

Look up words by letter, sound, part of speech or theme.

Games

Listening and Recording games

Start: Starts a new game

New: Changes the sounds or pictures