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Course Title               Basic English II

Codification               ENGL 102

Duration                   Five Weeks

Pre-requisite              ENGL 101

Description:
Course in which students practice language that can be put to immediate use and learn appropriate language for various situations.

General Objectives:
As outcome of this course, students will

2. Feel comfortable expressing ideas, feelings, and opinions in English.
3. Develop a sense of success, security, and achievement as they learn to improve English language skills.
4. Learn English as it is spoken so that they initiate natural conversations in and outside class
5. Use English in a variety of real-life situations.

Text and Resources
Materials

- Spanish – English dictionary
- English – Spanish dictionary
- English – English dictionary

References and Supplementary Materials


Evaluation

A minimum of 400 points must be accumulated during the five workshops.

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<th>3. Four Dialogues</th>
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Prep. 11-04-03. Maria Mulero
Rev. 12-11-03. Prof. Barbara Richter
ENGL 102 Basic English II 4
Talking about Future Plans
Shopping at a Department Store
Asking for Directions

Appendices provide cued dialogues.

4. Final Examination 100 pts.

**Note: No student will be excused from final exam.**

The following table will be used to grade the student’s performance:

| 100-90 A | 89-80 B | 79-70 C | 69-60 D | 59-00 F |

Writing Assignment Guidelines

- Neatly stapled in left-hand corner
- Neatly handwritten or typed on standard white paper
- Name, workshop assignment, and date of submission in top right-hand corner
- Submitted in a legal envelope or folder.

Guidelines for the course

- Attendance is mandatory. In case of non-attendance, student should contact facilitator in order to be excused.
- Facilitator accepts or rejects student's excuse and assigned work.
- As this is an accelerated program, it is important that students know that they are responsible for preparing before each workshop. An average of ten hours per week is required for each workshop.
- Student's work must be original. Plagiarism is unacceptable. Each student must give credit for each piece of information used from an outside source.
- Each indebtedness must be acknowledged in the essay and on the Reference page.
Facilitator discusses all changes to these guidelines in the first workshop and gives written description of them to students and to Program office.

Facilitator establishes means of contact and communication for the course
Topics: Verb tense (past and present, present and future continuous)
The phrase like to, time expressions, indirect object pronouns

Specific Objectives

At workshop end, students will:

1. Know enough about each other to be comfortable in the group
2. Feel they are among friends
3. Discover and explore common interests
4. Describe present, past, and future actions
5. Talk about birthdays, gifts, and friendship

Websites

http://members.aol.com/Jakajk/ESLLessons.html
http://a4esl.org/q/j/ck/wo-proverbs.html

Assignments Prior to Workshop One

1. Read Chapter 1.
2. Find a game in a website listed above that you'd like to play.
3. Find and list five websites useful for ESL students.
4. List three things you've accomplished and three things you'd like to accomplish.

Activities

1. Facilitator overviews course.
2. Group discusses evaluation criteria.
3. Group members introduce themselves using icebreaker from appendices.
4. Students review vocabulary using activity from appendices.
5. Small groups. Students talk about things they’d like to do.
6. Pairs. Students interview each other about things they’ve done using past time expressions.
8. Facilitator guides group through several exercises from workbook.
Topics: Count/Non-count nouns, partitives, and imperatives.

Specific Objectives

At workshop end, students will be able to:

1. Talk about buying food
2. Be a guest at Mealtime
3. Describe dining and food preferences
4. Order meals and eat in a restaurant
5. Discuss recipes

Websites

http://owl.english.purdue.edu/handouts/esl/eslcount.html
http://web2.uvcs.uvic.ca/elc/studyzone/extras/index.htm
http://www.ohiou.edu/esl/english/grammar/

Assignments prior to Workshop Two

1. Visit the websites and do the following activities.
   http://owl.english.purdue.edu/handouts/esl/eslcount.html

   Basic sentence parts
   Read descriptions. See bottom of page.
   Do two practice exercises on count and non-count nouns listed there.

2. Browse the site http://www.ohiou.edu/esl/English
   Speaking / Speaking skills / Giving an oral report
3. Bring a shopping form or ad from a supermarket

Activities

1. Students review vocabulary words and partitives.
2. Students make a shopping list.
3. Using ad from the supermarket, students decide how much groceries cost.
4. Small groups. Students compare and contrast prices for each article and determine which supermarket saves them the most money.
5. Each student writes down a favorite recipe. (Those who don’t have one use recipe for white rice.)
6. Students discuss website exercises.
7. Facilitator selects various workbook exercises.
Specific Objectives

At workshop end, students will be able to use:

1. Verbs in future tense
2. The modal might
3. Time expressions
4. Contractions using will
5. Personal pronouns

Websites

http://annex.ncwc.edu/writing_lab/nc/esl/setvi/prints/SETVI2GP.html
http://www.ccc.commnet.edu/grammar/quiz_list.htm

Assignments prior to Workshop Three

1. Visit these websites and complete exercises listed.
      Exercises 48 and 100
   b. http://www.ccc.commnet.edu/grammar
      Exercise on tense sequence
   c. http://a4esl.org/q/h/0101/ig-modals.html
      Exercise on modals

2. List five things you’d like to do in the future and five things you might do.
Activities

1. Small groups. Students discuss web exercises.
3. Facilitator chooses several textbook activities to discuss.
4. Class does workbook exercises on contractions and modals.
5. Group takes midterm exams and gives oral reports.
Specific Objectives

At workshop end, students will be able to:

1. Use comparative and superlative mode.
2. Describe people, places, and things.
3. Give and take advice.
4. Express opinions.

Websites

- http://www.ccc.commnet.edu/grammar/quiz_list.htm
- http://www.pacificnet.net/~sperling/quiz/#grammar

Assignments prior to Workshop Four

1. Bring three packages of cookies to class.
2. Do the following internet exercises.
   - http://www.ccc.commnet.edu/grammar/quiz_list.htm
   - Exercises: 18, 19, 108, 109, 110

Select one exercise for comparatives and one for superlatives.

   - http://www.pacificnet.net/~sperling/quiz/#grammar

Modals 2, 7

Activities

1. Students review vocabulary words.
2. Pairs. Students describe each other using this week’s vocabulary.
3. Students discuss using more, most, and the endings –er and -est to make
4. Facilitator guides group through workbook exercises on superlative and comparative.
5. Group discusses practice exercises.
7. Students review internet quizzes and clarify doubts they may have.
Specific Objectives
At workshop end, students will be able to:
1. Use imperatives.
2. Give and take directions.
3. Locate various places around town.
4. Demonstrate difference between superlative and comparative.
5. Explain various ways of using superlative and comparative.

Websites
http://www.globalvil.com/eslsites/grammar.htm
http://virtual.yosemite.cc.ca.us/lumanr/902_stuff/imperatwrit.htm

Assignments prior to Workshop Five
1. Bring Orlando map to class.
2. Visit http://virtual.yosemite.cc.ca.us/lumanr/902_stuff/imperatwrit.htm
   Do exercises on imperatives.

Activities
1. Students review vocabulary.
2. Small groups. Students find places facilitator assigns on their maps.
3. Students describe how to get to places assigned on foot or by car or bus.
4. Facilitator guides students in doing additional workbook exercises.
5. Each student presents final exam, project, or report.
## Appendixes

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Activity 1. Ice Breaker.

Find 5 to 7 famous people who have something in common with you.

Example
Maria Felix and I share the same name.
I was born on the same day as Billy Joel, May 9th.
I was born in the same place as Ricky Martin.
Like Bruce Willis I only have daughters.

Activity 2. Interview and introduction.

Interview a classmate. Take notes. Introduce the person to the class.

1. What is your name?
2. Where do you live?
3. Where do you come from?
4. Do you have children?
5. Are you married?
6. How long have you been in Florida?
7. Why did you move to Florida?
8. Do you work?
9. Where do you work?
10. What three words would you use to describe yourself?
Activity 3. Maze.

Find the days of the week, months of the year and seasons. Classify words in logical order.

Activity 4. Talk about great and not-so-great gifts.

a. What is the perfect gift for the people on this list? Be ready to share your answers with the rest of the class. Use complete sentences
1) Mother
2) Son or daughter
3) Brother
4) Sister
5) Mother–in–law
6) Father–in–law
7) Friend
8) The pope
9) President Bush
10) Fidel Castro
11) Saddam Hussein
12) Osama Bin Laden
13) Jennifer Lopez
14) Michael Jordan
15) Sammy Sosa

b. What was the worst gift you've ever received? Explain why it was a bad gift.
c. What was the best gift you have ever received? Explain why.

Activity 5. Ice Breaker. Introductions.
a. Facilitator explains that group will take part in an activity designed to help them get to know each other and discover what they have in common.
b. Each person writes down in complete sentences answers to the following questions.
   What is your name?
   What color do you feel fits your personality?
   What brand of car do you think is appropriate to your self-image?
   What is the name of a fictional character with whom you can identify?
c. Each person introduces him or herself giving name, color, car, and fictional character and briefly explains each choice.
d. Facilitator responds with questions or comments.


a. Facilitator suggests group relax and open their minds to new ways of thinking and perceiving.
b. He or she explains that they will answer a few questions and then expand on their answers.
c. Facilitator chooses questions from the following list.
d. When everyone has responded to at least one question, facilitator wraps up, perhaps to ask how is this like what we do in brainstorming, problem solving or probing of basic assumptions?

List of questions.
1. What color is the letter "S"?
2. What does happiness look like?
3. What color is today?
4. What does purple taste like?
5. What does your self-image sound like?
6. What texture is the color green?
7. What color is the smell of your favorite scent?
8. What does love look like?
9. What is your favorite sense?
10. What color is your favorite song?
11. What texture is your favorite scent?
12. What does winter sound like?
13. How old is the letter "P"?
14. How does the letter "M" feel?
15. What color is the fragrance of soap?
Activity 7. Tension Breakers.

a. Knots. Get the group to clump together tightly. Each person joins hands with two different people. Then they have to work themselves into a circle without breaking hands.

b. Balloon pop. Let everyone blow up a balloon as big as possible without bursting it. Each person sticks or ties the balloon into his belt or holds it at the waist. Everyone works with the others to form a group. The group moves inward slowly, the object being to pop all the balloons. If the group is large enough, the activity can be done in teams, each side counting the explosions it makes.

c. Pass out crossword puzzles prepared ahead of time. Keep a copy of the answers. Let participants work on them in groups of three or four. Or make a large jigsaw puzzle for the whole class to work on.

Activity 8. Innovative small group organizers.

a. Pass out two animal crackers apiece as people come in. Tell them "one to eat and one to keep." When time comes for the activity, ask each to locate his or her partner by making the sound the animal makes. Then join partnerships of compatible animals for teams of four.

b. Pass out partially completed crossword puzzles in two different sets. Let group members hunt for answers by finding who has the piece each is missing.

c. Use a pack of cards or numbers in doubles, triples, and quadruples. For maximum diversity, if the group is large enough, work out a rotation so everyone works with every other person at least once. For subject matter, pair nouns with unusual adjectives. Make a puzzle of the day's lesson. Split common English proverbs and let group match them. Practice principle parts of difficult irregular verbs for groups of three. Partner groups for exercises on comparative and superlative.


a. Do posters. Provide flip chart paper and markers. Let each pair diagram and illustrate a different part of the day's work. With a difficult problem and three teams, limit one to words, the other two to diagrams, all on same subject.
b. Compose songs. Pass out sheet music of common children's songs and two or three xylophones or other simple musical instruments. Have groups choose a melody and write new words for it to learn grammatical points. Let each group sing its song and encourage audience to compose new verses.

c. Print out on posters words that rhyme with vocabulary group has already used. Each person posts beside one word an old rhyming word in one color and a new word in another color.