ENG 106L: Lesson 2

Vocabulary

Family Words

- parent (n)
- father (n)
- mother (n)
- grandfather, grandpa (n)
- grandmother, grandma (n)
- grandparent (n)
- husband (n)
- wife (n)
- spouse (n)
- aunt (n)
- uncle (n)
- cousin (n)
- nephew (n)
- niece (n)
- sister (n)
- brother (n)
- child (n)
- sibling (n)
- baby (n)
- relative (n)
- relationship (n)

Words from Readings

- clothes (n)
- excited (adj)
- neat (adj)
- common (adj)
- goal (n)
- to fail (v)
- to raise (v)
- to grow (v)
- to plant (v)
- to teach (v)

Time-Clause Words/Phrases

- first
- once
- second
- twice
- third
- finally
- last
- before
- after
- then
- next
- when
- while
- since
- until
- ever
- whenever
- already
- the first time
- to begin with
- to start with
- the second time
- three times
- the third time
- at last
- last ______ (month, week, year)
- by the time that ...
- after the time...
- the next ______ (day, week, month, year)
- since ______ (yesterday, my childhood, that day)
- ______ (three years, days, five hours) ago

Grammar Words

- subject (n)
- verb (n)
- object (n)
- sentence (n)
- command (n)
- article (n)
- pronoun (n)
- and (conj)
- or (conj)

Appointment 1

Listening Practice (20 minutes, including Discussion Questions)
For this activity, the Speaking Partner will read this text to the Pathway student. The Pathway student has the same text, but with missing words or phrases. The Speaking Partner will read the text at a normal rate. While listening, the student will listen for the missing information and fill it in. The Speaking Partner may read the text two or three times, if necessary, for the student to write down all or most of the missing words and phrases. Then, when the student is ready, go through the text to check if the student correctly filled in the missing information (use this version to check what information is missing for the student). Discuss any issues the student may have had with understanding. After the student has all of the correct information, he/she should read the text aloud. The Speaking Partner will help with any pronunciation difficulties.

Discussion Questions

Discuss the article from President Monson. In another part of the article, President Monson described homes in the following way: “Happy homes come in a variety of appearances. Some feature families with father, mother, brothers, and sisters living together in a spirit of love. Others consist of a single parent with one or two children, while other homes have but one occupant.” With this in mind, you may discuss some of the questions he asked, such as the following:

1. Do we exemplify the legacy of love? How?
2. Do our homes exemplify the legacy of love? How?
3. What would you change about how you spend your time?
4. Have we cultivated a spirit of love in our homes?
5. What would you change to ensure that your home is one in which Christ would want to “linger and rest”?

Speaking Practice (20 minutes)

The Speaking Partner will select one of the topics from the topic list and tell a story to the Pathway student. Prompt the student to ask follow-up questions about your story. Then, the Speaking Partner will give the same or a different topic from the list for the student to talk about. Give the student a little time to think about a story on that topic. After the student tells his or her story, the Speaking Partner should ask questions based on the story that the student told. Then, the Speaking Partner should help the student with any issues in the way the student explains the story. For example, the partner might help the student if he/she left out specific essential details, such as character names, place, time, problem or goal, or the solution or outcome. Speaking Partners should also note if the story seems to lack organization. For example, the partner might explain that the student could have used more time markers to help with organization (from the vocabulary list on the left of the page). Explain where he/she would have used them. Finally, the Speaking Partner should discuss any grammar, vocabulary, or pronunciation issue patterns he/she noticed when the student was telling the story.
Appointment 2

Timed Writing Practice

During this tutor session, the Pathway student will complete a timed writing assignment. They will write a short paragraph related to the content in the unit. The Speaking Partner will give the student the topic from the topic list. The student will plan and write a short story.

The Pathway student will follow the steps below:

1. Open a new, blank document in Microsoft Word.
2. Plan your writing (1-3 minutes).
3. Write your story (6-10 minutes).
4. Edit your writing (1-3 minutes).
5. Save your writing.
6. Copy and paste your writing into the instant message area on Skype. Your Speaking Partner will read it and give you feedback during your tutor session. Think of at least one question you can ask your Speaking Partner, about something that will help you improve your story.
7. If you wish, revise your writing. Use the feedback your Speaking Partner discussed with you. Save your writing again.
8. After your session, submit your saved writing. Your instructor will look over it and may also give you some feedback.

After the student has finished writing, the Speaking Partner will read it and give feedback during the speaking session. The student should copy and paste their writing in their course for their instructor.

Some Things to Consider for Feedback

The Speaking Partner may wish to offer feedback on some of the following points:

- Is the story complete? Are there missing details, such as character names, setting, time, a problem or goal, or the solution?
- Is the story organized? Do things happen in the right order? Even though a story doesn't always have to be organized chronologically, it should be organized in some way that makes sense. Make sure this is the case in the student's story.
- Are there gaps from one event to the next? Did you find yourself confused about how things were connected? If so, the student may need to include more time-clause words (see the list on the right).
- Are there grammatical problems? Are there spelling or punctuation errors? You do not need to correct everything in the writing. Keep in mind that the student may not yet understand all of the spelling, grammar, and punctuation principles that undergird good writing. But you should discuss blatant errors, especially those that make it difficult to understand their message.
- Are there vocabulary problems? Did the student use the wrong word in trying to explain something? Again, the student may not know every word in the English language-and he/she shouldn't need to. Carefully decide whether this is the right moment to teach him/her a new word, or whether he/she can circumlocute (talk around) the idea they are trying to describe.