

**ESL of Southwest Michigan**

■ A program of **kalamazooliteracy**council

**ESL Lesson**

**for Non-literate Learners**

**With [ESL Literacy Readers](#) (link)**

# Lien Buys Food

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For every lesson:  
**Speak “ESL”**

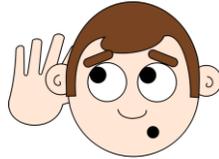
- a. **Speak slower** than usual, (not louder).
- b. **Speak clearly**: enunciate.
- c. **Speak sparingly**: say **less--** learners will **understand more**.
- d. **Speak simply**: avoid slang and idioms; use common words.
- e. **Show** what you mean: **act**, use **gestures** (along with words).

Examples:



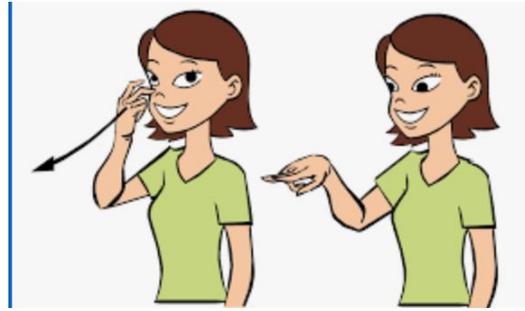
**Speak (repeat)**

**don't speak**



**listen**

**look**



**f. Have Fun!**



**For this (and every) lesson:**

1. **Plan objectives and activities**
2. **Prepare materials**
3. **Pre-teach Vocabulary**
4. **Do activities**
5. **Evaluate:**

How did it go?

- Did we meet the objectives?
- How did the learners feel?
- What should I do next time?

**For this and every lesson:**

- a. **Take your time.** The pre-teaching and review part of the lesson could take just as **long, or even much longer,** than the actual reading. You are **preparing** the learner(s) to **understand** the reading.

- b. **Be patient.** Wait for a response for at least **3 seconds** so the learner can think.
- c. **Engage the learner**(s). Keep them involved and actively participating.
- d. **Find out what they already know.**
  - Build on their knowledge, their interests, and goals.
  - Ask before you tell:  
What is this? Where are they?
  - If they already know a vocab. word, move on.
- e. **Teach how to pronounce** each vocabulary word for **communication**,

**NOT** for perfection. (Try pronouncing some words in their language to understand how difficult it really is!)

f. **Divide language into smaller chunks**; combine them into larger chunks, work toward the whole. Examples:

1. Phonemes (individual sounds) into syllables, syllables into words.
2. Individual words, words combined into phrases, phrases combined into sentences.

For this lesson: Lien Buys Food

### **1. Objectives:**

-Student(s) will learn names of several food items.

- Student(s) will understand the verb phrase, “She buys...”.
- Student(s) will become acquainted with looking at a book.

## **Activities:**

- What’s in the bag? Name food items.
- Photo (food shopping):verb, “She buys.”
- Readings: *Lien Buys Food*
- (Dictation)
- Vocab practice: Find the “carrots”.
- Expansion: Basic Pic Dic.-shopping

## **2. Prepare materials:**

- a. Print and assemble books. (If teaching online, use the link to share the book.)

Link:

[PDF "Lien Buys Food" ESL Literacy Reader](#)

- b. Bring real objects to class: gather food items.

**Or search for more images** of each food item, (photos are better than drawings).

c. Find photos for “She buys” and “home”

d. Write the vocabulary words on a white board, newsprint pad, or poster board for a possible copy activity.

a. \*Vocabulary (nouns)

1. bag
2. cabbage
3. garlic
4. apples
5. papaya
6. carrots
7. rice
8. buns (dinner rolls? hamburg buns?)

9. eggs (an empty egg carton?)
10. fish (*NOT!* A can of tuna?)
11. tea

b. Verb/verb phrase:

- g. buys
- h. goes home

### 3. Pre-teach (review)

#### vocabulary:

What's in the bag?

1. Put the large shopping bag (with the food items from the story) on a table.
2. Take items out of the bag, one at a time.

T: What is **this**? (hold or point to the shopping bag with groceries.)

S: **Bag.** (or “shopping”, or “food”)

T: Yes! **This** is a *bag*.

T:

Repeat: **This** is a **bag**.

S: This is a bag.

T: Good. What is *in* the bag? (point in)

**In...in** the bag...Repeat: *In* the bag.

S: In the bag.

T: Yes! Repeat: What is...

S: What is...

T: **in** the bag?

S: In the bag

T: Good! What is **in** the bag? Repeat.  
(motion putting something in the bag)

S: What is in the bag?

T: Very good!

T: (Pull out a food item) **Out...out** of the bag.  
**In...**(Put it back in.) **In** the bag. **Out...**  
(take it out.) **In** (Put it in.) Repeat: **Out** of...

S: Out of...

T: the bag.

S: the bag.

T: (Take the item out.) **Out** of the bag.  
Repeat.

S: Out of the bag.

T: Good! What is **this**? (hold up the food item.)

S: (pause)Food.

T: Yes, this is food. What kind of food?

S: (silence)

T: **This** is **cabbage**.

T: **CA**-bbage. Repeat: **CA**-bbage.

(Tap the table like a drum, or clap softly for each syllable.)

S: cah-**buzh**...

T: **CA**bbage. /**c**/...

(Tap your shoulder as you say /c/.)

S: /c/

T: /**ae**/ (Tap in the middle of your arm.)

S: ah

T: /ae/

S: /ae/

T: /**b**/ (Tap in the middle again. The “uh” vowel sound will be included in pronouncing /b/)

S: /b/

T: /**dg**/ (Touch your fingertips for the last sound.)

S: zh

T: **CA**bbage. **CA**bbage. (Sliding your hand down your arm as you say the whole word.)

S: Cah-**buzh**

T: Repeat: **CA**-bbage.  
(Clap on each syllable, up high for the stressed syllable, low for the unstressed.)

S: **CA**-buzh (mimicking clapping high, then low)

T: Very good! **This** is **cabbage**. Repeat:  
**This** is **cabbage**.

S: This is **cabbage**.

T: Good job! Do you like cabbage?  
Cabbage...good, so-so, not good? (using thumb signals).

S: Good!

T: Yes, cabbage is good!

(Put the cabbage on the table. Continue to take out each item and ask what it is, teaching the pronunciation, and putting the items on the table.)

5. Verb Activity: "to buy".

(Show a photo.)



T: What do you see?

S: Woman.

T: Yes! A woman. Where is she? (pointing at the photo.)

S: Store. (Shopping, Costco, Meijer...)

T: Yes! Very good! **Store.** She is at a store.

T: What is she doing?

S: Food.

T: Yes. She (pointing to the woman)  
buys... food. (point to the cart of food.)

T: What is this? (Hold up a few dollar bills.)

S: Money.

T: Yes, money. **Buy** food with money.  
Repeat: **Buy** food.

S: Buy food.

T: She (point to the woman) **buys** (hold up  
money) food (point to food).

T: She buys food. Repeat.

S: She buys food.

T: Good job!

T: / (put your hand on your chest) **buy...**  
**cabbage.** ( Pick up the cabbage. Put a  
dollar on the table.)

T: Repeat: I buy cabbage.

S: I buy cabbage.

T: Good!

T: (Call a student up to the table.) Asif?  
Please come here. (Motion *come here.*  
Hand a dollar to Asif.)

T: **You** buy food. (Point to the learner, then  
to the bag of food on the table.)

S: (stands looking a little confused.)

T: (Handing him the garlic) What is **this**?

S: (He says *garlic* in his language.)

T: (Try to say it in his language.) In English, **garlic**. This is **garlic**. (clap high, then low.) Repeat: **gar-lic**.

S: **Garlic**.

T: Good! Buy **garlic**.

T: (Point to the money in one of his hands, then to the garlic in the other .)

T: Repeat: I buy garlic.

S: I buy garlic.

T: (Point from money to the table. The student puts the dollar on the table.)

T: Very good! (point to Asif while looking at the others) Asif buys **garlic**! Repeat:  
Asif buys **garlic**.

(All) Students: Asif buys **garlic**.

T: Good! (pointing to self) **I** buy \_\_\_\_\_.  
(point to the cabbage).

S: Cabbage.

T: Yes!

T: **He** buys \_\_\_\_\_ (point to the garlic).

S: Gar...

T: Garlic. Repeat.

S: Garlic.

T: Yes!

T: Good job, Asif! Thank you! (Applause.)

T: Please sit, Asif.

(Call other learners to the table, and repeat the activity.)

## 6. Introduce the book:

T: What is this? (holding up your book)

S: Book.

T: Yes! **This** is a **book**. This is **my** book.  
(Pick up another copy.)

T: This is **YOUR** book.

(Give the student(s) their book(s).)

T: **Look** (point to your eyes, then to the cover) at the **picture**. (Point to the picture.)

T: **PIC**-ture. (clap high, then low) Repeat.

S: Pic-ture.

T: Good! (Point to yourself)

T: Repeat: I look...

S: I look...

T: at ...

S: at ...

T: **PICT**ure.

S: Picture.

T: at the **picture**.

S: at the picture.

T: I **look** at the **picture**.

S: I look at the picture.

T: What is **this**? (Point to the shopping bag on the cover.)

S: Bag.

T: Yes! What is **in** the bag?

S: Food. (or Shopping.)

T: Yes. (Point to the word "Food" in the title.) Food.

T: This story is (pointing at each word)  
“Lien... Buys... Food”.

## 7. Read the story.

T: **Open**...open the book. (Open your book to show page 1.) Repeat: Open the book.

S: Open the book.

T: Who is this? (point to Lien on page 1.)

S: Woman.

T: Yes, this is a woman. Her name is **Li-en**.  
(point at the woman) Repeat: **Li-en**.

S: **Li-en**.

T: Good. What is Lien doing?

S: Buy food. (or, Shopping)

T: Yes! Lien buys food. (Or, Lien is shopping. Lien buys food.)

T: (cup your ear) **Listen.**

T: (Point to your eyes and then to the book.) **Look.**

T: (Put your pointing finger in front of your mouth, like “Shhhh!”.) **Do not speak. No speaking.**

T: (Point to yourself) **I read.** (Hold up your open book to your face.)

**T: You listen,** (cup your ear), **look,** (point to your eyes), **do not speak.**

1. Read the story slowly (or play the audio), while the student only listens and looks at the pictures. (In person, **wait** for learners to turn the pages, or say, “Next page.”)
  - a. If they start to speak, repeat the signals and say, “***Listen; look; do not speak***” (while showing the signals).
  - b. Point to each picture while you read. Make sure the student(s) is on the same page.
  - c. After the last page, “Lien goes home,” show a picture or photo of a house and/or apartment building and say,

T: Home. Lien's home.

T: Go home. Lien goes home.



2. Read the story again, but after each sentence, **ask the student(s) to repeat after you.**
  
3. Read it again, but **leave off the last word of each sentence.** See if the students can finish the sentence:  
Lien buys\_\_\_\_\_. (Point to the picture.)
  
4. If you have more than one learner, read it again, and ask **different individuals to repeat each sentence.**
  
5. ***If*** you have beginning readers, ask them to take turns reading sentences with a partner.
  
6. Beginning readers could take turns reading the sentences in the story.

7. **If** your learner can write the alphabet, have them **copy** vocab. words from the poster you made onto the page in the back of their book.

Breakout Room Activity: What are more ways to use this book?

## 8. Dictation:

**If** your learner(s) already know how to write the letters, and **if** they know the sounds of the consonants, have your learner(s) listen for the **first** (and/or last) sound of each vocabulary word.

- a. You say the vocab. word. The student writes the letter that makes the **first sound** of the word.

b. Do the first word or two together.

Example handout:

Dictation: initial consonants Lien Buys Food

Lien Buys Food |

1. \_\_\_ ice      6. \_\_\_uns

2. \_\_\_ag      7. \_\_\_arlic

3. \_\_\_ea      8. \_\_\_ish

4. \_\_\_ome      9. \_\_\_oes

5. \_\_\_arrots      10. \_\_\_apaya

**9. Practicing the new vocabulary:**

Where are the \_\_\_? Put them in the bag.

1. Call your learner, (or different learners, one at a time) to the table.

T: Where are the carrots?

S: Carrots?

T: Yes, carrots.

S: (Student thinks...points to carrots.)

T: Good! Do you like carrots?

S: Yes. I like...

T: I like carrots, too. Repeat:  
I like carrots.

S: I like carrots.

T: Please put the carrots... **in** the bag.  
(Point to the bag.)

S: (Student picks up the carrots and puts them in the bag.)

T: Good job! Thank you!

(Continue having the learner(s) come to the table and repeat the activity, putting items in the bag as you repeat the vocabulary. )

## 10. Find the word in the book

Tell learners to look in their book for The vocabulary items, all at the same time.  
**Demonstrate** what you want them to do.

T: Open your book.

T. Find the rice. Where is rice? Point to rice.

## Expansion activity

Show a picture or photo like this one from the Basic Oxford Picture Dictionary. Print a copy of the page for your learner, or use a book. Link to Vicki's slides: [How to teach](#)



S: They buy food.

T: Where...where are they?

S: Costco! (or Meijer, store)

T: Yes, maybe Costco. Maybe Meijer.

T: Do you buy food at Costco?

S: Yes.

T: I buy food at Meijer.

T: Do you like shopping?

S: Yes, I like.

T: (Point to yourself) Me, too;  
I like shopping.

T: (Point to your student) Repeat: **I** like shopping.

S: I like shopping. (pointing to self)

T: Good!

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