

Clatsop Community College Volunteer Literacy Tutor News

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New and Returning Tutors

A few weeks ago, I was fretting over finding new volunteers and wondering who to reach out to when in walk 5 new folks eager to begin tutoring- a big welcome to Patty, Michele, Tod, Robert and Charlotte. And thanks to Donna who recently returned to tutoring and who is now meeting weekly with a long-term ESL student.

Fall Term 2012 at Clatsop Community College began September 24. Some tutors and students took the summer off and we welcome back everyone. We look forward to another fruitful year.



We have students in Cannon Beach and Seaside who are waiting for tutors. Know anyone who might like to help? Please give them our contact information here at CCC.



TUTOR TIP OF THE MONTH

An exercise to get beginning readers and writers started is to create a student life-events timeline. The tutor can model this exercise by drawing and writing his/her own life timeline. First, talk with the student about the most significant events in his/her life. This exercise will generate simple, personalized text to involve the student in reading and writing. The timeline can be added to or revisited as the student learns more sophisticated vocabulary. You could also create a timeline of milestones in your tutoring sessions.



STRESS and INTONATION MODEL

Sometimes our ESL students are pronouncing words/sentences correctly, but our ability to understand is impeded by incorrect stress and intonation. There is an easy way to remedy this through a print model shown below. Break the words into syllables and type stressed ones in bold and capital letters.

I was embarrassed in class.
I was em/**BARR**/assed in class.

Barak Obama is the president.
Bar/**AK** O/**BAM**/a is the **PRES**/i/dent.

I wear pajamas to bed.
I wear pa/**JA**/mas to bed.

Bananas are yellow.
Ba/**NAN**/as are **YEL**/low.

Christmas is my favorite holiday.
CHRIST/mas is my **FA**/vor/ite **HOL**/i/day.

I rode my bicycle to school.
I **RODE** my **BI**/cyc/le to school.

Supplemental Activities to Enrich Your Lessons

Hangman is good way to end a lesson with a quick review.

Have your student write a few lines/paragraph or talk about a favorite movie or TV show.

Does your student have a checking account? Do they want one? Can they write out numbers? Do they know how to balance it? There are practice materials available in the office or online.



Notes on: *2012 Voter Guides*

We will be receiving voter guides the first week of October in easy-to-read English and Spanish versions from the League of Women Voters in Salem. These are published in newspaper format and will give our adult students a chance to educate themselves on the issues and choice of candidates facing the electorate in November. If you would like one, call the literacy office.



Notes on: *The Emerald Heights ESL Class*

The tutor group ran by Ryan and Amy last year is resuming in the Emerald Heights Community Center on Tuesday evenings from 6:00-7:30 PM. Students will be able to enroll during the first two weeks and will need to contact Percy to get tested and registered for the class. Ryan and Amy hope to sign up a maximum of 8 or 9 students. Plans for curriculum development are in process, but the lessons will revolve around basic survival English for Spanish-speakers.



Notes on: *A Simplified US History Curriculum*

This packet is available from the literacy office and is appropriate for students interested in American history. It would probably work best with some supplementary materials such as maps and other visual representations. The student should be reading at a CASAS level 3-4: ask me if these materials are appropriate for your student if you think the packet is something you want to use. There are simplified explanations of the branches of government, the Bill of Rights and the US Constitution.

What are the most important verbs an ESL student needs to know?

This is arguably a list of essential verbs in English, which comes from a Japanese friend who, through careful consideration and visits to the USA, believes these are the verbs he needs to get by. Your students should first do **simple present tense**, then **simple past** and then one of the **future tenses** (I will and I am going to . . .) The **present continuous** is a useful tense, too (I am cooking dinner . . .)

- To be
- To want
- To need
- To have
- To be able to (Use I can . . .)
- To make
- To go

Many verbs can be physically demonstrated; but the ones listed are difficult to perform. Simple charts conjugating these verbs are available in the literacy office.

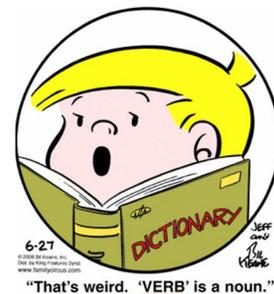
These verbs are a good place to start appending other vocabulary, for example:

- I want (money, food, a new car, etc.)
- I have (a book, an apartment, a daughter, etc.)
- I can (sing, draw, speak two languages, play the piano, etc.)

Then try adding prepositional phrases like:

- I go to the school **next to the park**.
- I can walk **up the hill**.

Ask me for sentence construction charts.



"I love learning the secrets of the words."
From Felisa B., a new student in the literacy program.