

# Chapter 15 Outline

The Phase II Learner

The CLB Literacy Phases

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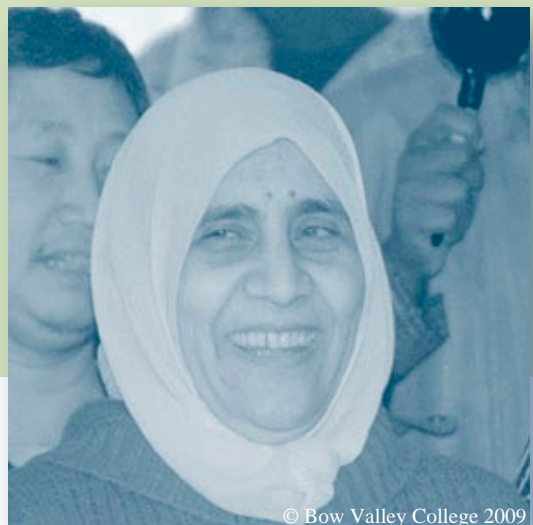
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# Phase II

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## Objectives

To recognize Phase II learners and their skills and needs

To identify the outcomes and expectations for Phase II

To share effective practices in the Phase II classroom

## Learner Profile: Phase II

An at-a-glance profile of adult ESL literacy learners at Phase II  
All skills are measured according to the Canadian Language Benchmarks and  
the Canadian Language Benchmark Literacy Phases

Years of Formal Education	Reading and Writing Skills	Range of Listening and Speaking	Range of Numeracy
3-6 or previous ESL literacy	Phase II	CLB 2-5	Phase I-beyond Phase III
Typical Age Range		Gender	
adults of all ages		usually fairly balanced	
Common Challenges in the Classroom	Common Strengths in the Classroom	Common Barriers to Learning	
some classroom experience some formal learning strategies dependent learners developing vocabulary building an awareness of structure	collaborative learning prior practical knowledge survival skills often highly motivated to learn viewing education as a privilege	poverty lack of adequate housing lack of childcare limited ability to access help issues may be serious before learner receives help	
Typical Social and Political Background		Indicators a Learner is Ready for Phase II	
learner can come from any country in the world rural villages or urban areas oral or literate societies learner may have spent time in refugee camps or in additional countries before immigrating learner may have experienced war, famine, displacement, poverty, or social or political unrest		learner can use a limited sight word bank learner can write legibly learner can copy with fairly consistent accuracy learner can space words acceptably learner can write a few comprehensible sentences on familiar topics learner can read and understand a short simple text	
Typical Educational Background		learner can use initial and final consonant sounds to prompt recall and to discriminate between like words learner can fill in simple forms	
3-6 years of formal education formal education has been interrupted or cut short any previous formal education may have been in a second language any previous educational setting may have lacked resources, facilities, or educated teachers			

## The CLB Literacy Phases

The Centre for Canadian Language Benchmarks (CCLB) has published two documents that provide a set of outcomes for ESL and ESL literacy learners in Canada. The first document, *Canadian Language Benchmarks 2000: English as a Second Language for Adults*, divides language learning into twelve different levels, called Benchmarks, in four different skill areas: reading, writing, listening, and speaking. This document is NOT intended for use with Learners with Interrupted Formal Education; it assumes a previous formal education, even at the lowest benchmarks. The second CCLB document, *Canadian Language Benchmarks 2000: ESL for Literacy Learners* (the CLB Literacy Document), focuses on ESL literacy and LIFE. It sets outcomes for four different levels, called Phases, in three different skill areas: reading, writing, and numeracy. ESL literacy programs who use this document measure their learners' levels by using the Phases for reading, writing, and literacy, and by using the Benchmarks for listening and speaking. Each Phase can further be broken down into Initial, Developing, and Adequate stages, and it is important to note that the difference among the stages is considerable.

At Bow Valley College, we use the CLB Literacy Document and the literacy Phases in our ESL literacy programs. There are two clear advantages to this document: there has been a considerable amount of material produced by the CCLB to support the Benchmarks and the Phases, and this is a national standard, so learners can more easily “transport” their education from one institution to another or from one province to another. We strongly recommend that any Canadian ESL literacy program look into using the CLB Literacy Document in their program. If you are not familiar with the CLB literacy Phases, Section Three of the handbook can still be useful to you; it provides a thorough introduction to ESL literacy at each of the four Phases, which are equally applicable to learners of different levels no matter what the levels are called (Foundation Phase, Phase I, Phase II, Phase III; Beginner, Intermediate, Upper Intermediate, Advanced; ESL literacy 1,2,3,4, etc.).

## Introduction: Phase II

Phase II learners have reached the point in their literacy development where they are just beginning to use literacy skills in their everyday lives. They have developed a basic sight word bank of familiar words, a limited ability to decode unfamiliar words, and the ability to copy information. It is important to note that Phase II learners, like all Learners with Interrupted Formal Education, have widely varying backgrounds and will approach and complete tasks differently. Phase II learners generally have had fewer than six years of formal education, although these years are often interrupted and not usually the equivalent of a Canadian elementary school education.

Although Phase II learners are far more independent than Phase I learners, they are still not independent learners. They are capable of writing sentences, but usually only with support and in a safe environment, such as a good classroom. They do not yet use their writing skills independently in their lives. Encourage learners to be independent by scaffolding activities, gradually removing supports as they are no longer necessary and as learners experience success.

Phase II learners are beginning to transfer literacy skills from the classroom to their everyday lives. They are usually aware of print in their environment and note warning and direction signs in expected situations. They cannot yet understand the intended purpose of a letter or notice and will need such a

document explained, but print has meaning for them and they can take note of dates, times, cost, and locations. For example, a learner might not understand that he is about to be evicted, but he will understand that something will happen involving the apartment and one thousand dollars on March 7<sup>th</sup>. Phase II learners generally only write to copy names, addresses, dates, and times. They can write simple sentences but usually do so only in class. As Phase II learners often lack confidence in their skills, they will seek a lot of help to complete any important reading or writing task.

As learners move through the Initial, Developing, and Adequate stages of Phase II, they develop from reading words and sentences to paragraphs and simple stories of personal interest. They begin to understand the meaning and intent of straightforward messages. Learners move from composing basic sentences to the ability to express their ideas in notes and simple paragraphs. They understand the numeracy concepts associated with basic daily tasks involving time, money, and measurement. They become better able to take responsibility for their own learning as they acquire increased literacy skills, confidence, life experience in Canada, learning strategies, and insight into their strengths and weaknesses.

# Ali's Story

## **A Phase II learner**

*Ali is a nineteen year old man from rural Pakistan who has been living in Canada for three years. He had four years of education in Pakistan but has minimal literacy in Urdu. What literacy skills he has have been picked up through practical experience working in family businesses both in Pakistan and now in Canada, where he has been working full-time at his cousin's gas station.*

*Ali's practical experience has given him some ability to read and write, and his three years as a teenager in Canada have taught him a number of strategies for functioning in everyday life. He is a personable young man, he is intelligent, and his interactions with Canadians have generally been very positive. He is motivated to integrate into Canadian culture, is quickly increasing his awareness of the Canadian system, and can use prediction strategies to figure out forms, memos, and notices. He is very good at using the information around him to complete tasks; he knows where to find information and uses his ID to complete forms. Since he speaks at a relatively high level, he uses the patterns of his oral English to compose simple sentences. However, his handwriting is difficult to read, and he still has trouble following lines on a page.*

*Ali has more difficulty with reading than with writing. He has a bank of English sight words but sometimes confuses them. He has difficulty with phonetic word attack strategies and lacks an understanding of sound-letter correspondence, which make it very challenging for him to decode new words or spell.*

*In terms of numeracy, Ali is more advanced than many of his classmates. His experience in the gas station has improved his basic arithmetic skills and his interest in music and pop culture has motivated him to learn to use a computer to a basic extent. One of Ali's greatest strengths is his awareness of his weaknesses and willingness to work to improve them. He learns from his mistakes and takes responsibility for his own learning.*

*Ali usually performs well on Phase II tasks. His practical knowledge and good prediction strategies compensate for his weaker reading and writing skills. He is young and intelligent and will make progress at higher levels as long as he stays motivated and willing to work. He must improve his sight word bank, his word attack strategies, and his spelling.*

## When is a Learner Ready for Phase II?

Learners entering Phase II can have diverse skills and strategies, but they must have similar levels of proficiency in reading and writing tasks. Some basic strategies and life skills must be in place as well. Generally speaking, learners ready to enter Phase II can use pictures and formatting to help understand a text, have a limited sight word bank, and can decode to the extent that they can use initial and final letters to help guess a word. They also have legible handwriting, space words acceptably, copy information fairly accurately, and can begin to write simple sentences.

While the literacy Phases do not specifically discuss speaking and listening skills, it is important to note that learners must increase their abilities in oral English as they develop their literacy skills in order to increase their vocabulary and sense of structure. Most learners in Phase II are at CLB 2-5 in listening and speaking.

For any homogeneity in numeracy, learners would have to be regrouped. Learners' numeracy skills often don't correspond to their level of literacy. However, a learner ready to enter Phase II in numeracy can count to one hundred, can add and subtract using manipulatives such as poker chips, can tell digital time, and can identify coins and bills and use the appropriate coins to make up money amounts.

*Aziza is a single mother from Ethiopia. She came to Canada four years ago with her husband and her three young children, but the marriage has since broken up, and she is now raising her children alone. Aziza is a feisty survivor. She has figured out how to navigate the Canadian system; she has learned about school, funding, housing, and medical care. She combines what she knows about the system with prediction strategies to figure out forms, memos, and notices. However, she has a limited sight word bank and often confuses the words she knows. She is slowly developing phonetic word attack strategies, but her performance is quite inconsistent and stress frequently interferes with her learning. This leads to a tendency to guess rather than rely on her skills and strategies when reading.*

## Phase II Outcomes

Outcomes describe what learners will be able to do when they complete a unit, level, or program. The CLB Literacy Document provides a list of outcomes for each Phase, as well as conditions for these outcomes. When working with these outcomes, or basing classroom outcomes on the CLB Literacy Document, it is essential to recognize the conditions as well. The conditions describe in what circumstances a learner will be able to complete an outcome and are just as critical as the outcomes themselves. Conditions may state, for example, how much support is allowed and required from the instructor, how long a reading text should be, or how relevant and

familiar a topic should be for writing. At all literacy Phases, conditions ask for considerable instructor support and familiar circumstances for all reading and writing tasks.

*Husain is a young man from Darfur who has had eight years of education, which is more than the other learners in his class. However, Husain's schooling was in a very traditional system which encouraged memorization and acceptance of truth and did not challenge learners to predict, problem-solve, and apply classroom learning to practical everyday situations. Husain has great difficulty with making mistakes; he does not recognize mistakes as inevitable – and even beneficial – in the learning process, and acts as if his mistakes are shaming. This severely limits his ability to take risks or to attempt tasks independently. Husain's instructor works with him to develop problem-solving skills and learning strategies in addition to increasing his skills in reading and writing. Over the semester, he finds that he is willing to take greater risks with his learning, and with these risks come experiences with success. His confidence grows and Husain does well in his Phase II class.*

Learners acquire the basic mechanics of literacy throughout Phase II. They move from reading and writing simple sentences to reading and writing simple paragraphs. By the end of Phase II Adequate, learners can understand a simple text and are able to look up individual pieces of information. They can complete short practical writing tasks and spell basic vocabulary on their own with fairly consistent accuracy. Basic numeracy concepts for time, money, and measurement are in place and simple learning strategies are part of the learners' learning style. They can deal with some abstract concepts and have learned some basic abstract vocabulary. As well, their daily lives are sufficiently well-ordered so that absences, punctuality, and daycare crises usually don't interfere with school.

The CLB Literacy Document sets outcomes in

three areas: reading, writing (including reading and writing strategies), and numeracy.

Depending on the program, instructors may choose to set outcomes in other areas as well, including learning strategies, vocabulary, and life skills. In the following chart, there are examples of outcomes in each of these areas. There are hundreds of possible outcomes to set in a program; this chart provides samples to give an idea of what outcomes look like at this level. For more information on setting outcomes, please see Chapter Three.



## Sample Outcomes for Phase II

Reading	Writing	Vocabulary	Numeracy
<ul style="list-style-type: none"> <li>• read a simple map and identify directions</li> <li>• find and understand information on simple charts, ads, and directories</li> <li>• read a short, simple paragraph and identify main idea and some supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• use phonics to improve spelling</li> <li>• accurately copy information from simple charts, ads, and directories</li> <li>• convey a message such as a note of congratulations, thanks, excuse, or request</li> <li>• fill in charts and simple forms</li> <li>• write several simple sentences on a highly familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use adverbs of frequency</li> <li>• recognize and use time references for sequencing</li> <li>• recognize and use some abstract words, such as descriptive words</li> <li>• recognize and use partitives with count and non-count nouns, such as “a jug of milk”</li> </ul>	<ul style="list-style-type: none"> <li>• identify place value in double digit numbers</li> <li>• add and subtract double-digit numbers</li> <li>• use a simple calculator</li> <li>• measure weight, height, length, width, and temperature</li> <li>• use digital and analogue time</li> <li>• estimate time for daily tasks and cost of monthly expenses</li> </ul>
Reading Strategy	Writing Strategy	Learning Strategy	Life Skills
<ul style="list-style-type: none"> <li>• use phonics to discriminate between sight words and predict the sound of new words in a text</li> <li>• use familiar format to understand a text</li> <li>• use word families and rhyming words to predict the sound of unfamiliar words</li> <li>• identify what is new in a text</li> <li>• use categories to understand a simple chart</li> </ul>	<ul style="list-style-type: none"> <li>• refer to word banks and spelling lists to spell unfamiliar words</li> <li>• refer to identification and documentation to fill in forms</li> <li>• use writing models to write a text, changing necessary words and phrases</li> <li>• look up new words in a picture dictionary or simple dictionary</li> <li>• revise a text according to the instructor’s corrections</li> </ul>	<ul style="list-style-type: none"> <li>• ask for help when needed</li> <li>• use patterns to understand sentence structure</li> <li>• take risks in learning</li> </ul>	<ul style="list-style-type: none"> <li>• be aware of and read most posted notices in the community to avoid serious consequences</li> <li>• follow a schedule and make appropriate arrangements when it is necessary to deviate from the schedule</li> <li>• anticipate problems in finances, daycare, and transportation, and plan ahead</li> <li>• access help agencies, legal advice, and health professionals</li> </ul>

## Approaches and Activities for Phase II

Although Phase II learners generally have neither a western education nor a particularly linear approach to learning, they do have an exceptional learning and cognitive capacity. Many have lived through difficult situations, such as war, genocide, famine, violence, or oppression; many others have experienced or witnessed traumatic events; all have negotiated the immigration/refugee process, moved to another country (often by way of a third or even fourth country), found housing, found schools for their children, and found their way to an ESL literacy classroom. A significant portion of Phase II learners speak three or more languages and many have a variety of practical skills. Nearly all Phase II learners have learned to be flexible and adapt to shifting situations and a lack of control over major forces in their lives. Their learning styles may not fit traditional western concepts, but that makes them no less significant.

A Phase II ESL instructor should act as a guide, bridging the learners from their traditional style of learning to the kinds of approaches favoured in the western educational system. Phase II learners often have prior learning experiences that were collaborative, oral, practical, and hands-on. Approaches that work well with these learners encourage them to work together and help each other. Language should be used orally before it is committed to paper; similarly, learners should become familiar with sentence structure orally before any attempt is made to teach a set of grammar rules. Perhaps the most important approach is to make tasks immediately relevant to the learners' daily lives. This shows the learners the importance of literacy development and motivates them to learn.

*Fareiba, a young woman from Afghanistan, began literacy classes in Canada at square one, with almost no ability to speak or write English. She has made more progress in reading and writing than in listening and speaking, since she has been willing to work very hard on literacy tasks, but she has been reluctant to communicate in English and is very shy about speaking with native speakers. At this point, it is her lack of oral skills that is holding her back. Fareiba performs well on Phase II level tasks when the vocabulary is within her sight word bank. Her excellent work habits will bring success at higher levels if she opens up to Canadian experience and improves her English communication skills.*

There are a number of effective approaches and activities at Phase II:

**Begin with Speaking:** A lot of oral interaction before reading and writing activities plays to the learners' oral strengths. ESL literacy learners are learning to read, not reading to learn. Go over new vocabulary orally before introducing it in writing. Approach all new structures orally before trying them on paper.

**Group Work:** Group work gives appropriate opportunities for peer tutoring. These partnerships can be between two learners with similar skill levels, so that they are collaborating together to

complete a task, or with learners of different skill levels. In this situation, the learner with the lower skill level benefits from peer tutoring, while the learner with the higher skill level has the opportunity to learn through teaching. It is important for an instructor to recognize that many Phase II learners are used to collaborative approaches to work, and will not necessarily know when this is considered inappropriate in a classroom setting; for example, during tests or assessments. Make it clear to learners when they are supposed to work entirely independently, for instance during assessment.

**Use Flashcards to Reinforce Categorization:** Help learners continue to develop abstract concepts of categories by categorizing flashcards in flashcard pocket charts. Using flashcards to teach other concepts is often more effective than having learners write, as Phase II learners will find writing difficult enough on its own. Removing the challenges of writing allows learners to focus on learning the abstract idea.

**Use Flashcards to Teach Grammar:** Manipulating flashcards to order scrambled sentences allows learners to follow oral patterns concretely and prepare to develop abstract concepts of structure. When learners use flashcards to create sentences, there is little risk of failure, since any early attempt can easily be completely obliterated. Flashcards also ensure that all the elements of a structure are included, such as auxiliary verbs. Learners often drop auxiliary verbs in written

English because they are unstressed and difficult to hear in spoken English; flashcards draw attention to all elements of a sentence.



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**Create Jigsaw Activities:** Ordering sentences and segments of stories allows learners to organize paragraphs concretely and prepare to develop abstract concepts of structure. Learners should have the opportunity to arrange pre-written sentences or sections of a story before being expected to write sentences of their own in a logical order. Ordering sentences also helps with sequencing and linear progression, which are often used in written English.

**Play Games:** Games give instructors opportunities to guide learners through taking turns and following rules. Games also set up interactive situations; this is beneficial, since many learners in literacy classes have trouble dealing with the hypothetical and have great difficulty with role-play.

*Husain does not like to take risks when he is writing; he also has a tendency to skip unstressed words, such as auxiliary verbs, articles, and prepositions. His instructor gives him all the words for a sentence on individual cards; he must put these words in order before copying them into his notebook. He likes this activity because he can “erase” any early attempts simply by reshuffling the cards, leaving no trace of a mistake. His instructor likes this activity because Husain includes all the elements of a sentence.*

**Practice Prediction as a Class:** Have class discussions about predicting story lines from pictures, titles, and a quick scan of vocabulary. Routinely have learners make predictions about

*Aziza finds writing challenging. She can use the patterns of her oral English to compose simple sentences. She also knows where to find information, but she doesn't always copy it accurately. She gets distracted easily in class, which interrupts her ability to write. Aziza's instructor finds that explicitly teaching Aziza strategies such as prediction helps not only with her reading but also with her writing. Deliberately using these strategies helps Aziza stay focused and on track; she doesn't get as easily distracted because she has a process to follow.*

a text or activity. When they make a prediction, draw attention to this strategy by asking them how they know. When reading a new text, have a look at the title, format, or any pictures; this will help activate prior knowledge of the format or the content, and teach learners to make predictions whenever they read. During reading, check predictions and make new predictions.

**Use Relevant Reading Material:** Reading material should be relevant to the learners' lives and have familiar contexts. This is a question both of fairness and of motivation. Phase II learners, and indeed all LIFE, cannot be expected to understand a text outside of their experiences.

Learners, and especially adult learners, learn best when they can see the relevance of what they are learning. Use relevant material and content as a hook to teach necessary skills and strategies.

**Have Learners Read to Each Other:** Reading aloud is an excellent skill to build (and quite different from silent reading). It is a chance in particular to practice pronunciation, which is very closely tied to phonological sense; rhythm and stress; and chunking, the process of reading in meaningful phrases rather than one word at a time. The teacher can also read aloud to the learners, which models fluent reading and speaking.

**Use Interviews:** Have learners interview each other so that recording information is collaborative and social. This also builds from the learners' strengths, listening and speaking, and allows them to work collaboratively on the skills they find more difficult, such as writing and organizing information.

**Keep Journals:** Have learners keep journals to encourage writing as a method of self expression and to give them time to practice writing.

**Sing Songs:** The rhythm emphasizes the oral pattern of the lyrics and helps with awareness of English sentence structure. Songs are an excellent way of activating memory.

## Materials for Phase II

Learners at Phase II are better able to handle traditional, commercially-available materials than Foundation Phase and Phase I learners; however, materials should still conform to good practices for ESL literacy regarding font, font size, white space, images, and the level of the vocabulary and the language structures used. Texts based on pattern practice are not the best choice because Phase II learners have limited ability to apply abstract patterns.

Phase II learners are better able to deal with a standard font size (such as 11 or 12 point) and fonts with serifs (such as Times New Roman or Calibri). It is still very important to pay attention to the amount of white space on the page – pages should be simply laid out and easy to read rather than “cluttered” – and to the images chosen. Photographs are generally easier for LIFE to handle than drawings, although it is also important to build learners’ visual comprehension so that they can “read” drawings as well.

The key features of effective Phase II materials are the vocabulary and the structures used. Phase II learners, although better able to decode and in possession of a larger sight word bank than Foundation Phase and Phase I learners, are still in the process of learning to read. All words they encounter in print should be familiar to them orally. Many Phase II instructors find that they need to create or adapt a large amount of their materials for class. For further information on adapting and creating materials for the ESL literacy classroom, please see Chapter Nine.

Phase II learners are capable of reading standard fonts (with serifs) at standard sizes (11 or 12 pt.), but materials for this Phase should still include clear visuals and lots of white space. Expose learners to different formats, but try not to challenge them in too many new ways at once. If the format is new (columns in a newspaper, for example), keep the language simple and slightly below their reading level.

Suggested materials:

- flashcards and flashcard pocket charts
- guitar, drums, tambourine, etc.
- instructor-made ads, forms, and notices
- simple crossword puzzles to encourage using clues to figure out an answer, finding errors and changing answers, and accurate copying
- games to set up conversation situations and card games with pairs of pictures similar to *Go Fish* prompt questions
- illustrations for discussion: *A Canadian Conversation Book: English in Everyday Life* (Prentice Hall)
- “spot the difference” pictures to focus on differences and detail: *Look again: Pictures for Language Development and Life Skills* (Alta)
- texts with short stories with a lot of human interest: *People Express* (Oxford UP); *Picture Stories: Language and Literacy Activities for Beginners* (Longman); *More Picture Stories: Language and Problem-Posing Activities for Beginners* (Longman); *All New Very Easy True Stories* (Longman); *Easy True Stories* (Longman); *More True Stories* (Longman); *Amazing Canadian Newspaper Stories* (Prentice Hall)
- workbooks, which encourage independent work, although it is difficult to find ideal workbooks for this level. *Expressways: Activity Workbook 1 and 2* (Longman) are possible choices.

See the following pages for examples of materials suitable for Phase II. These materials are available in “clean” copies for photocopying in the back of the handbook. Please feel free to adapt these materials to suit the needs of a particular group of learners. They are examples only and can be changed depending on level, theme, or program outcome.

## All About Me

Name: \_\_\_\_\_

1. A hobby: \_\_\_\_\_
2. A favourite restaurant: \_\_\_\_\_
3. Something I'm good at: \_\_\_\_\_
4. Something I'm not good at: \_\_\_\_\_
5. Where I grew up: \_\_\_\_\_
6. A favourite colour: \_\_\_\_\_
7. A favourite movie/song: \_\_\_\_\_
8. Something in my house: \_\_\_\_\_
9. A place I want to visit: \_\_\_\_\_
10. My favourite food: \_\_\_\_\_

## Tips for Use ▼

Can be modified for all themes and levels

Provides vocabulary and spelling practice

## Reading a Grocery Receipt

<b>Bob's Supermarket</b>	
1220-16 Ave. NW, Calgary, AB	
Mar. 15, 2007	
1 liquid honey	5.29
2 mangos	3.50
1 tomatoes (carton)	6.99
1 toilet tissue (8 rolls)	7.95
4 orange juice	12.70
Special 2/6.35	
1 green onion	.63
Special 2/1.25	
5 apples	1.42
@ 1.29 / lb.	
1 dozen eggs	3.19
Subtotal	41.67
GST 6%	1.12
Total	42.79
Cash	50.00
Change	7.21
Thank You Please Come Again	

## Tips for Use

Exposes learners to a different format

Uses practical vocabulary to teach numeracy

Focuses on attention to detail and careful reading

Read the cash register receipt. Write short answer to questions.

1. What date was this receipt for? \_\_\_\_\_
2. Is this store in the SE? \_\_\_\_\_
3. Who was the cashier? \_\_\_\_\_
4. How much is it for one mango? \_\_\_\_\_
5. How much would 2 bunches of green onions cost? \_\_\_\_\_
6. How much are apples per lb? \_\_\_\_\_
7. What is the subtotal? \_\_\_\_\_



## Following Instructions

Read the instructions. Complete the activities in the box below

The activity box contains the following elements:

- A horizontal line at the top for writing.
- A simple smiley face with two dots for eyes and a curved line for a mouth.
- A rectangular box for drawing.
- A circle.
- A list of days of the week: Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

### Tips for Use

Teaches learners attention to detail

Recycles elements from other lessons, in this case dates and days

1. Circle **Thursday** on the list.
2. Write the word **happy** on the right side of the happy face.
3. Cross out **Friday** on the list.
4. Underline **Monday**.
5. In the box, **draw a happy face**.
6. On the line, write the date of Canada's birthday. Write the **month first** and the **date second** in numbers.
7. In the circle, write your **favourite fruit**.
8. Above the circle, write the **number of children** you have.
9. In the **bottom right corner**, write **your first name**.

## The Right Tools for the Job

outlet	ladder	flashlight
screwdriver	hammer	broom
pliers	scissors	plunger
drill		

## Tips for Use

Focuses on meaning of vocabulary words

Sets vocabulary in context

Highly adaptable to other themes

Fill in the blanks with the right tools for the job.

- I need to hang a picture on the wall. Please give me a \_\_\_\_\_ and some \_\_\_\_\_.
- I need to cut up some wood. Please hand me a \_\_\_\_\_.
- I need to make a hole in the wall. Please give me a \_\_\_\_\_.
- It's dark under the hood of the car. I need a \_\_\_\_\_.
- I need to pull out some nails. Can I have a pair of \_\_\_\_\_.
- I need to sweep up some garbage. I have to use a \_\_\_\_\_.
- I have to change the light bulb on the ceiling, but it's too high. I need a \_\_\_\_\_ to climb on.
- The toilet is plugged up. I need a \_\_\_\_\_ to unplug it.
- I need to tighten the leg on the table. Please pass me a \_\_\_\_\_.
- The light isn't working. I need to change the \_\_\_\_\_.
- I have to cut up some paper. Can I borrow your \_\_\_\_\_?
- I need to plug in my computer. Where is the \_\_\_\_\_?

## Classroom Routines for Phase II

Some LIFE begin ESL literacy in Phase II; others have come up through Foundation Phase and Phase I. These learners will be more familiar with classroom learning and expectations, while new learners will need to be taught. In either case, there are things an instructor can do to create a productive learning environment. Phase II learners are better able to sit still and focus on text than Phase I or Foundation Phase learners, but they will still need opportunities to get up, move around, talk, laugh, and otherwise shift gears. The following ideas work well with Phase II learners:

**Change Activities Frequently:** Learners at the Phase II level are still getting used to their roles as adult learners. The instructor should not assume a concentration span of more than a half an hour until familiar with the learners' ability to focus. There should be opportunities to get up and move around. Activities that need quiet concentration or individual work should be alternated with social, collaborative activities.

**Create Classroom Routines:** Set classroom routines are opportunities to model effective learner behaviour. Scheduling has not been an important part of life for many Phase II learners. Taking attendance at the beginning of class illustrates the importance of showing up for class and being on time. If learners expect a specific activity at the beginning of every class, they further understand the importance of being on time.

Scheduling a set time to correct homework encourages completion of those assignments. Short spelling quizzes at the end of the class train learners to stay involved until the very end of the session. Written activities should end with filing papers in the learners' binders and a discussion of appropriate organization. Instructors in the literacy Phases teach organization by being very organized themselves.

**Be Flexible about Deadlines:** The amount of time learners can take to complete written activities must remain fairly flexible, and firm deadlines are counterproductive. Learners are just learning to plan and work systematically. Pressure to complete work quickly will bring frustration and less efficient use of time. Planning and working systematically should be encouraged over speed. Learners who complete work more efficiently should sometimes be given puzzles and activities for an interesting challenge and

*Fareiba is quite shy about speaking English and especially about speaking English with native speakers. She prefers to stay in areas that she considers "safe;" the classroom, her home, and a very few shops in her neighbourhood. As she and her classmates walk around the college with their instructor, and later around the downtown of her city, she grows more familiar with where she lives, and the area where she feels safe grows larger. Her instructor learns that Fareiba has an appointment in a government building; the instructor takes the class for a walk to the building, and shows them what it looks like and where important offices can be found. A few days later, Fareiba is able to go to her appointment alone, increasing her sense of independence and self-confidence.*

other times encouraged to find a useful activity on their own. The classroom routine must not be regimented.

**Be Clear About Collaboration:** Assessment activities should be set up in such a way that “cheating” from a classmate is difficult. The instructor can’t assume that learners understand when collaboration is appropriate and when it is considered cheating. All learners do not have to do identical tasks for assessment, nor do they all need to do assessments at exactly the same moment.

**Organize Binders Together:** Have a set way for the entire group of learners to organize binders, give the learners identical dividers, and make sure that papers are filed appropriately at the end of each written activity. Dividers should be titled, illustrated, and colorful.

**Get Out of the Classroom:** Walk around and read signs, find addresses, identify public buildings, and label simple maps of an area.

LIFE tend to be collaborative learners; they are used to working together in order to accomplish tasks. Many ESL literacy instructors make use of this by encouraging group work and mentorship. However, learners cannot be expected to know when group work and collaboration is inappropriate, such as in testing and assessment situations. They are not necessarily intentionally “cheating.” Explain to learners when they must work on their own, but also construct assessment so that cheating is difficult. Not every learner needs to complete identical assessment tasks at the same time; an easy way to achieve this is to give them the same questions in a different order.

## Sample Theme Unit for Phase II

A theme unit is a series of connected lessons, taught over a longer period of time, from a week to several weeks. There are many advantages to teaching in theme units; it is an excellent way to introduce vocabulary and concepts, and it means that the instructor can recycle outcomes without the lessons feeling repetitive to the learners. For more information on theme units, see Chapter Ten.

In this unit, learners develop skills and strategies necessary for dealing with the health care system in their new country. They move from learning to describe medical problems to making medical appointments to writing a note to excuse a medical absence, either for themselves or for their children.

This is an excellent theme unit for Phase II; it is highly practical, it is full of opportunities to work on the reading and writing outcomes for the level, and it motivates learners by giving them a skill they can use right away. Learners walk away from this unit with tangible evidence of their new learning. It should take one to two weeks of full-time classes to complete this unit.

## Sample Theme Unit for Phase II: Medical Problems

### Introducing the Theme: Describing Medical Problems

#### Reading & Writing Outcomes

- recognize and use simple words for medical procedures, body parts, and internal organs
- read simple accounts of medical problems, and identify the problem and symptoms

#### Speaking & Listening Outcomes

- describe aches and pains: how they feel and where they are located

#### Brief Lesson Descriptions

1. Expand body part vocabulary with interactive flashcard activities and games with peer tutoring. Complete crosswords and label illustrations of body parts. Identify mimed ailments. Read brief stories about injuries.
2. Expand malady and medical treatment vocabulary with interactive flashcard activities and games with peer tutoring. Complete crosswords and label illustrations of new vocabulary. Read brief stories about illnesses. Talk about what it is like to have a cold, the flu, a stomachache, or a sprain.

### Developing the Theme: Making Medical Appointments

#### Reading & Writing Outcomes

- find information about medical facilities in the phone book
- record medical appointment information accurately
- complete a simplified personal medical information form

#### Strategic/Life Skills Outcomes

- make appropriate choices for medical treatment

#### Numeracy Outcomes

- measure height and weight

#### Brief Lesson Descriptions

1. Read and talk about common medical remedies. Identify appropriate choices for medical treatment. Practice finding phone numbers and addresses of medical facilities. Role-play making medical appointments. Listen to and record appointment information.
2. Complete a simplified personal medical information form. Record height and weight.

Final Product: Writing a Note to Excuse a Medical Absence	
<p><b>Reading &amp; Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• write a note explaining an absence for self or child</li> <li>• write a note requesting time off for a medical reason for self or child</li> </ul> <p><b>Speaking &amp; Listening Outcomes</b></p> <ul style="list-style-type: none"> <li>• explain reasons for a medical absence</li> <li>• request time off for a medical absence</li> </ul> <p><b>Strategic/Life Skills Outcomes</b></p> <ul style="list-style-type: none"> <li>• recognize excusable absences</li> <li>• recognize need to report absences, need to give advance notice of medical appointments</li> </ul>	<p><b>Brief Lesson Descriptions</b></p> <ol style="list-style-type: none"> <li>1. Identify excusable absence situations. Review date and time phrases. Complete a note explaining an absence for self or a child. Make a neat, well formatted copy of the note.</li> <li>2. Identify appropriate ways to schedule appointments. Review date and time phrases. Complete a note requesting time off for an appointment. Make a neat, well formatted copy of the note.</li> </ol>
Tools	
<p><b>New Vocabulary &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>• vocabulary for internal organs, medical procedures, and medical supplies</li> <li>• finding information in the phone book</li> <li>• measuring height and weight</li> <li>• giving concise reasons for absences</li> <li>• giving advance notice for appointments</li> </ul>	<p><b>Language Structures</b></p> <ul style="list-style-type: none"> <li>• appropriate use of “is” and “has” in statements of illness and injury</li> <li>• the verb “feel”</li> <li>• the modal “should”</li> <li>• letter salutations and closings</li> <li>• future tense to discuss intentions</li> </ul>
<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>• <i>A Canadian Conversation Book: English in Everyday Life (2<sup>nd</sup> edition)</i> (Prentice Hall)</li> <li>• <i>People Express</i> (Oxford UP)</li> <li>• <i>Picture Stories: Language and Literacy Activities for Beginners</i> (Longman)</li> <li>• <i>More Picture Stories: Language and Problem-Posing Activities for Beginners</i> (Longman)</li> <li>• <i>Expressways 1</i> (Longman)</li> <li>• <i>Expressways 2</i> (Longman)</li> </ul>	

- *Side by Side 2 (3<sup>rd</sup> edition)* (Longman)
- [www.cal.org/caela/esl\\_resources](http://www.cal.org/caela/esl_resources)
- Instructor-made flashcards and exercises

### **Assessment**

The learners are assessed throughout the unit in their abilities to meet the outcomes. Where suitable, they can choose one or two tasks to be included in their portfolios. For further information on portfolios, please see Chapter Eleven.

## Lesson Planning for Phase II

Lesson planning at Phase II means creating interesting, effective lessons that will engage Phase II learners and help them achieve the outcomes of the class. Lessons are often connected to a wider theme. The first of our sample lesson plans is connected to the sample theme unit; the second is unconnected and gives variety.

In lesson planning for a Phase II class, it is important to think about outcomes and to motivate the learners. At this stage, learners are most often motivated by learning something useful or practical. They want skills that they can use right away in their lives. Instructors can “hook” learners with interesting themes and use these themes to reach the outcomes of the program.

Scaffolding and recycling are critical in a Phase II plan. Vocabulary and phrases are introduced and practiced orally, then seen in print, and then used in a scaffolded writing task, where learners have the support of a template or a model, before moving to more independent writing.

There are several key features to an effective Phase II lesson plan:

- No activity takes longer than 40 minutes.
- More intense activities involving reading and writing are interspersed with activities that involve talking and movement.
- Activities take into account different reading levels within the class; higher-level learners help lower-level learners.
- All vocabulary and expressions are practiced orally before they are used in writing.
- The activities draw on learners’ previous knowledge and give them highly practical, useful skills.

Sample Lesson Plan for Phase II: Medical Problems

Part of Theme: Introducing the Theme

Level: Phase II Developing

Lesson Objectives:

- recognize and use vocabulary for body parts and basic internal organs
- identify the placement of basic internal organs
- identify the function of basic internal organs
- read a short story about a medical problem and identify main idea and details

Timing	Activity Description
15 minutes	<b>Build Word Wall:</b> Greet learners. Introduce the topic. Brainstorm vocabulary for body parts and internal organs. Create a word wall (preferably that can stay up for the length of the unit). Write vocabulary on pieces of card. As a class, categorize the words into “Body Parts” and “Internal Organs.”
10 minutes	<b>Internal Organs Flashcards:</b> Break learners into small groups. Hand out a set of internal organ flashcards to each group. These should be in the shape of the word and be to scale, i.e. the lungs card should look like lungs, the heart card should look like a real heart, etc. The names of these organs are written on the back of each card. Have learners quiz each other.
15 minutes	<b>Location of Internal Organs:</b> As a class, discuss where these internal organs are in the body. Draw an outline of a person on the board and tape a set of flashcards into the correct locations. Reinforce this with overlapping overheads on the projector (one overhead has an outline of a person, the next adds the heart, the next the kidneys, etc.).
20 minutes	<b>Creating a Model:</b> Learners return to their groups. One learner volunteers to lie down on a large piece of paper. Another learner traces that person to get an outline. Referring to the model on the board, learners tape their flashcards in the correct places in the body. Tape to the wall next to the word wall.



10 minutes	<b>Labeling a Diagram:</b> Hand out a diagram of the human body to each learner. It should match the overhead. Each learner uses their model to label the diagram.
25 minutes	<b>Function of Internal Organs:</b> What does each internal organ do? Discuss as a class. Break into small groups. Hand out sentence chunks on card with subjects and predicates related to organ function, e.g. “My kidneys” and “clean my blood.” Have learners organize these into sentences. Remind learners to use grammatical clues, such as plural subjects must go with plural verbs. Once learners have organized the sentences, hand out a cloze exercise to each learner. They must fill in the correct body part in each sentence.
25 minutes	<b>Reading:</b> Hand out a simple short story about a medical problem. Read together as a class, then individually. In pairs, learners retell the story to each other. Give each learner a highlighter. Have them highlight body parts and internal organs in the text. Discuss the main idea in the story. Ask questions about details.

## Sample Lesson Plan for Phase II: Household Problems

Part of Theme: Developing the Theme

Level: Phase II Developing

Lesson Objectives:

- recognize and use vocabulary for identifying household problems
- read (with support) an unformatted text on a household problem
- write a note to a landlord using a template

Timing	Activity Description
15 minutes	<b>Discuss Household Problems:</b> Greet learners. Introduce the topic. Discuss household problems that the learners have had. Discuss how the problems were resolved. Discuss picture illustrations of common household problems. Elicit appropriate vocabulary from the learners.
15 minutes	<b>Household Problems Reading Match-Up:</b> Divide class into two groups, giving the better readers pictures of household problems and the others flashcards with phrases identifying the problem. The learners find partners so they can match pictures to the appropriate flashcards. The matching pictures and phrases are displayed in a flashcard pocket chart.
25 minutes	<b>Supported Reading:</b> Present a story about someone solving an ongoing household problem by contacting a government agency. Preview difficult vocabulary, discuss the illustration, and predict the events in the story. The learners read the story independently, stopping after each paragraph to discuss what they have understood and if it follows their predictions.
10 minutes	<b>Discussion on Dealing with Landlords:</b> Discuss effective ways to deal with landlords who don't fix problems that are health hazards, with reference to the story they have just read. Discuss the effectiveness of putting the complaint in writing and mention that the next step would be contacting the health authority.
15 minutes	<b>Oral Practice:</b> Learners get into groups to practice stating household problems with a simple "Household Problems" card game.
40 minutes	<b>Writing Letters from a Template:</b> Go over a template for a brief letter to a landlord about an ongoing household complaint that mentions the problem and future recourse to the health authority. Learners choose a problem and complete a letter, referring to the flashcard pocket chart for appropriate phrases. The instructor helps when needed.

## Conclusions

Phase II is a time of great development in the nuts and bolts of ESL literacy. It is during this Phase that learners move from reading and writing words and short sentences to reading and writing simple paragraphs. They develop their reading skills from an awareness of meaning at the level of words to an awareness of meaning across a text, and they gain the skills to apply their new knowledge of English and literacy to their everyday lives: in the home, at school, in the workplace, with their families, and in the community. Learners at the end of Phase II – learners who are ready to transition into Phase III – are considerably more independent than they were when they entered Phase II. They are able to take some responsibility for their own learning and have skills that are directly relevant to their lives.

The best choice for the next step following Phase II is nearly always a Phase III class. A dedicated Phase III class, or a mixed level class with some material specifically targeted to Phase III, allows learners to continue in their development in both literacy and the English language in a supported environment. However, this is not possible in situations where there are no Phase III classes available, or where there is some barrier to the learner entering a Phase III class. Other good solutions for next steps are based on the needs of the learner: for example, some learners may benefit from entering a career- or job-focused program, which provides the skills necessary to work in a specific field. Other learners may be ready to enter mainstream ESL.

*Ali, Aziza, Husain, and Fareiba work hard in their Phase II class, meeting the challenges of the classroom – increasing their sight word vocabulary, learning to decode phonetically, and working towards writing sentences independently – as well as their lives outside of school. Each learner achieves slightly different things during their time in Phase II. Ali works with learning to focus and builds his understanding of sound-letter correspondence, which helps him with both reading and spelling. Aziza does very well when her personal life doesn't interrupt her learning; she is bright and quick and has a good future in ESL literacy. Husain begins to take more risks and through this increases his skills and his independence. Fareiba struggles with speaking but makes great strides forward with reading and writing. After one or two semesters at Phase II, all four learners move on to Phase III.*