

**Effective Communication: Sample Lesson**

Level: ESL Low Intermediate

Topic: Introductions

*Note: Lesson materials drawn from [http://hubbs.spps.org/orientation\\_2.html](http://hubbs.spps.org/orientation_2.html)  
(EL Civics grant 2012, Hubbs Center, Lia Conklin Olson)*

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## Transitions Integration Framework (TIF) Snapshot

**Effective Communication (EC):** Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

**Skill 1:** Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals  
*SWBAT...*

**Sub Skills:**

- € a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- € b. Repair communication breakdowns respectfully and effectively
- € c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- € d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- € e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- € f. Employ effective strategies for resolving conflict

**Skill 2:** Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication  
*SWBAT...*

**Sub Skills:**

- € a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- € b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- € c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

**Skill 3:** Utilize a variety of technologies for communication  
*SWBAT...*

**Sub Skills:**

- € a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone)
- € b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)
- € c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

## TIF-ing a Lesson: Pre &amp; Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p><b>Warm-up:</b> NA</p>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Elicit student responses to the Pre-Reading question.</li> <li>Extend the conversation to provide a number of different examples of greetings and gestures to set the stage for the pre- vocabulary.</li> <li>Preview the vocabulary, referring to examples from the initial conversation, to help students understand the vocabulary</li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Students (Ss) read the story to themselves first.</li> <li>Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story to them.</li> <li>Read the story to the Ss, pausing to explain elements as necessary.</li> <li>Repeat the earlier general questions and others you feel are important.</li> <li>Read through the comprehension questions.</li> </ul>
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>Ss read the story independently and try to answer the comprehension questions</li> <li>Ss choose one of the prompts to write about the story.</li> </ul>
<p><b>Extension:</b> NA</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Check through the comprehension questions to see how many they answered correctly.</li> <li>Evaluate the writing to see if they understood the concepts of the story and applied them appropriately.</li> </ul>

Post A-C-E-S
<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>Elicit questions from students (Ss) that they can ask each other to get to know one another.</li> <li>Ss choose 5 of the questions to write on their handout.</li> <li>Ss complete the mix &amp; mingle. Instruct them to use clarifying questions to get accurate information: <i>How do you spell that? Can you repeat that?</i></li> </ul>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>In a small group, Ss discuss greetings and gestures by answering the questions</li> <li>Ss complete a team project by completing a poster with examples of their greetings and gestures.</li> <li>Instruct Ss to use interactive language during their teamwork: <i>What about you? What do you say in your language? Do you want to ____? Etc.</i></li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Ss match vocabulary to pictures and definitions.</li> <li>Help Ss categorize vocabulary words into “relationships” and “greetings”.</li> <li>Prepare students for independent practice: Explain the graphic organizer (GO) and how greetings reflect levels of formality.</li> <li>Read through the comprehension questions.</li> </ul>
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>Ss read the story independently and fill in the graphic organizer.</li> <li>Ss answer the comprehension questions.</li> <li>Ss write about the topic.</li> <li>Ss participate in a mix &amp; mingle to learn about one another’s greetings and gestures.</li> <li>Reinforce clarifying questions and interactive language.</li> </ul>
<p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Help Ss write 5 questions they will ask a classmate in an interview.</li> <li>Ss interview one another and write the answers in complete sentences using 3<sup>rd</sup> person singular.</li> <li>Ss take notes on note cards and practice their presentations with a partner.</li> <li>Ss present their classmate to the class, including the classmate’s greeting.</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Check through the comprehension questions to see how many they answered correctly.</li> <li>Evaluate the writing to see if they understood the concepts of the story and applied them appropriately.</li> <li>Evaluate the presentation using the rubric.</li> </ul>

### Sample TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	NA	EC: 1a-1b; 1e  <i>CCRS: SL.B.1b-d, SL.B.3</i>		
<u>Introduction:</u>	EC: 2a	EC: 1a-1e; 2a  <i>CCRS: SL.B.1b-d, SL.B.3</i>		
<u>Guided Practice:</u>	EC: 2a-2b  <i>CCRS: SL.C.5</i>	EC: 1a; 2a-2b  <i>CCRS: SL.B.2, SL.B.3, SL.C.5</i>		
<u>Independent Practice:</u>	EC: 2a-2b  <i>CCRS: SL.C.5</i>	EC: 1a-1e; 2a-2b  <i>CCRS: SL.B.1b-d, SL.B.3, SL.C.5</i>		
<u>Extension:</u>	NA	EC: 1a-1e; 2a-2c  <i>CCRS: SL.B.1a-d, SL.B.3, SL.C.5</i>		
<u>Assessment:</u>	EC: 2a-2b	EC: 1a-1e; 2a-2c  <i>CCRS: SL.B.1a-d, SL.B.3, SL.C.5</i>		

## **Pre A-C-E-S Lesson Plan**

### **Objectives (General):**

1. Use key vocabulary to discuss greetings and gestures.
2. Read about greetings and answer comprehension questions.
3. Recognize that different relationships require different greetings and gestures.
4. Write about the greetings and gestures one uses with different relationships.

### **TIF Objectives:**

*\*CCRS: SL.C.5*

- 2a.** Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- 2b.** Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)

### **Warm up:** NA

### **Introduction:**

- Elicit student responses to the Pre-Reading question.
- Extend the conversation to provide a number of different examples of greetings and gestures to set the stage for the pre- vocabulary.
- Preview the vocabulary, referring to examples from the initial conversation, to help students understand the vocabulary

### **Guided Practice:**

- Students (Ss) read the story to themselves first.
- Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story to them.
- Read the story to the Ss, pausing to explain elements as necessary.
- Repeat the earlier general questions and others you feel are important.
- Read through the comprehension questions.

### **Independent Practice:**

- Ss read the story independently and try to answer the comprehension questions
- Ss choose one of the prompts to write about the story.

### **Extension:** NA

### **Assessment:**

- Check through the comprehension questions to see how many they answered correctly.
- Evaluate the writing to see if they understood the concepts of the story and applied them appropriately.

## **Pre A-C-E-S Sample Lesson:**

### **Introduction: Pre-reading**

#### **Questions:**

- How have you seen people greet each other?



#### **Definitions:**

- Greet – to speak with friendly words and/or actions when meeting someone
- Common – happening often; usual
- Stranger – a person you don't know
- Friend – a person you know well and like



### **Guided Practice: Reading**

#### **Greetings**

Pam and Bob have never met before. They do not know each other. They meet one day at work. “Hi,” says Pam. “I’m Pam.” “Hello,” says Bob. “I’m Bob.” “It’s nice to meet you.”

Bob holds out his right hand. Pam shakes his hand. This is a common way for strangers or friends to greet each other.

Kim and Kris are sisters. Kim lives in New York. Kris lives in Texas. They live hundreds of miles apart. They do not see each other often.

Kris flies to New York to visit Kim. Kris gets off the airplane and gives Kim a big hug. This is a common way for close friends or family members to greet each other.

**Independent Practice:**

**Part 1: Reading Comprehension**

1. Were Pam and Bob friends or strangers before they met? \_\_\_\_\_  
\_\_\_\_\_
2. Where did Pam and Bob meet? \_\_\_\_\_  
\_\_\_\_\_
3. How did they greet each other? \_\_\_\_\_  
\_\_\_\_\_
4. Where does Kris live? \_\_\_\_\_  
\_\_\_\_\_
5. How do close friends and family members greet each other? \_\_\_\_\_  
\_\_\_\_\_

**Part 2: Writing**

Choice A: Retell the story in your own words.

Choice B: Write about how you greet strangers, friends, and family members.

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## **Post A-C-E-S Lesson Plan**

### **Objectives (General):**

1. Ask and answer questions to get to know one another.
2. Use key vocabulary to discuss greetings and gestures.
3. Work as a team to synthesize a team's greetings and gestures.
4. Fill out graphic organizers to demonstrate concept understanding
5. Read about greetings and answer comprehension questions.
6. Articulate how different relationships require different greetings and gestures.
7. Write about the greetings and gestures one uses with different relationships.
8. Interview a classmate and record the information gathered using 3<sup>rd</sup> person singular verbs.
9. Prepare to introduce a classmate; prepare note cards and practice with a partner.
10. Present a classmate to the class, including sharing the classmate's greeting and gesture.

### **TIF Objectives:**

#### **Effective Communication Skill 1:**

*\*CCRS: SL.B.1a-d,  
SL.B.2, SL.B.3*

- 1a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- 1b. Repair communication breakdowns respectfully and effectively
- 1c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- 1d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- 1e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team

#### **Effective Communication Skill 2:**

*\*CCRS: SL.A-C.5*

- 2a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- 2b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)

### **Warm up:**

- Elicit questions from students (Ss) that they can ask each other to get to know one another.
- Ss choose 5 of the questions to write on their handout.
- Ss complete the mix & mingle. Instruct them to use clarifying questions to get accurate information: *How do you spell that? Can you repeat that?*

### **Introduction:**

- In a small group, Ss discuss greetings and gestures by answering the questions
- Ss complete a team project by completing a poster with examples of their greetings and gestures.
- Instruct Ss to use interactive language during their teamwork: *What about you? What do you say in your language? Do you want to \_\_\_\_?* Etc.
- Ss match vocabulary to pictures and definitions.
- Help Ss categorize vocabulary words into "relationships" and "greetings".



**Guided Practice:**

- Ss match vocabulary to pictures and definitions.
- Help Ss categorize vocabulary words into “relationships” and “greetings”.
- Prepare students for independent practice: Explain the graphic organizer (GO) and how greetings reflect levels of formality.
- Read through the comprehension questions.

**Independent Practice:**

- Ss read the story independently and fill in the graphic organizer.
- Ss answer the comprehension questions.
- Ss write about the topic.
- Ss participate in a mix & mingle to learn about one another’s greetings and gestures.
- Reinforce clarifying questions and interactive language

**Extension:**

- Help Ss write 5 questions they will ask a classmate in an interview.
- Ss interview one another and write the answers in complete sentences using 3<sup>rd</sup> person singular.
- Ss take notes on note cards and practice their presentations with a partner.
- Ss present their classmate to the class, including the classmate’s greeting.

**Assessment:**

- Check through the comprehension questions to see how many they answered correctly.
- Evaluate the writing to see if they understood the concepts of the story and applied them appropriately.
- Evaluate the presentation using the rubric.

**Post A-C-E-S: Sample Lesson****Warm-up: Introductions Mix & Mingle**

**Directions:** What questions do you ask when you meet someone? Write five different questions below:

1. What \_\_\_\_\_?
2. Where \_\_\_\_\_?
3. How long \_\_\_\_\_?
4. \_\_\_\_\_?
5. \_\_\_\_\_?

**Directions:** Now ask your classmates the questions.

**Write their answers** (short answers) on the chart.

Need help? Use *How do you spell that?* *Can you repeat that?*

Question 1	Question 2	Question 3	Question 4	Question 5
Example:				
Nice talking to you!		Nice talking to you, too.		

**Introduction: Pre-Reading****Part 1: What do you know?**

When we say “hello” to someone, this is called **to greet** or **greeting**. Think about how you say “hello” to someone in your culture. In a small group, ask and answer these questions.

1. What words do you say when you see someone you know?
2. What do these words mean in English?
3. What words do you say when you meet a new person?
4. What do these words mean in English?

A **gesture** is something you show with your body. A **gesture** can be moving your hand to say “hello”. In your small group, answer these questions about the gestures you use in your culture.

1. What do you do with your body when you “greet” someone?
2. What do you do with your body when you “meet” someone for the first time?

Your teacher will give your group a large paper. On this paper, everyone will:

1. Write the words they use to greet someone.
2. Write the words they use to meet someone.
3. Draw a picture of what they do with their body when they greet someone.
4. Draw a picture of what they do with their body when they meet someone.
5. Share their greeting with the class.

Here is an example of what this would look like in English.



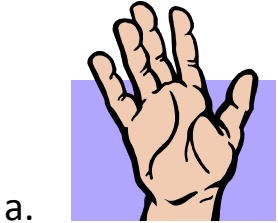
**Part 2: Vocabulary**

Match the word(s) with the correct picture.

1. \_\_\_\_\_ handshake

2. \_\_\_\_\_ hug

3. \_\_\_\_\_ wave



Match the word(s) below with the definition.

1. \_\_\_\_\_ greet (greeting)

a. Someone you do not know

2. \_\_\_\_\_ meet (met-past tense)

b. To say “hello” with words or your body when you see someone

3. \_\_\_\_\_ hug

c. How you know someone, how they are connected to you (family, friend, etc.)

4. \_\_\_\_\_ shake hands (handshake)

d. Something that happens many times; usual

5. \_\_\_\_\_ friend

e. To learn who someone is for the first time

6. \_\_\_\_\_ stranger

f. To put your arms around someone

7. \_\_\_\_\_ family member

g. To put your hand in someone’s hand and move up and down

8. \_\_\_\_\_ common

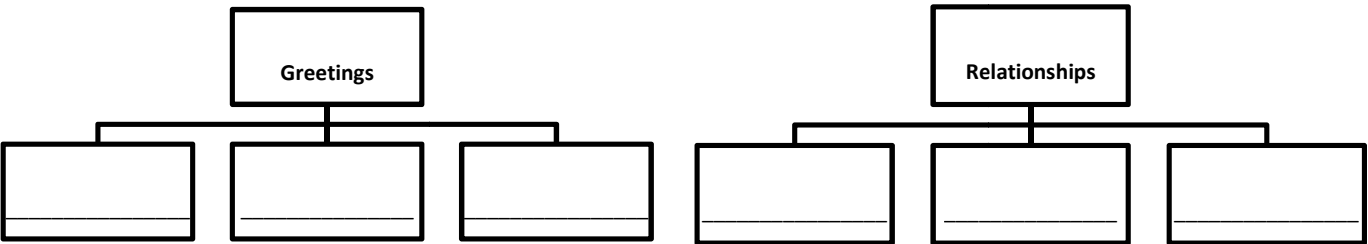
h. Someone who is in your family

9. \_\_\_\_\_ relationship

i. Someone you know well and like

Put the vocabulary words from the box into the two categories:

<b>hug</b>	<b>family member</b>	<b>handshake</b>	<b>friend</b>	<b>stranger</b>	<b>wave</b>
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**Guided Practice: Reading**

[http://resources.marshalladulthoodeducation.org/rs/l15/greeting\\_pre-read.htm](http://resources.marshalladulthoodeducation.org/rs/l15/greeting_pre-read.htm)

**Greetings**

Pam and Bob have never met before. They do not know each other. They meet one day at work. “Hi,” says Pam. “I’m Pam.” “Hello,” says Bob. “I’m Bob.” “It’s nice to meet you.”

Bob holds out his right hand. Pam shakes his hand. This is a common way for strangers or friends to greet each other.

Kim and Kris are sisters. Kim lives in New York. Kris lives in Texas. They live hundreds of miles apart. They do not see each other often.

Kris flies to New York to visit Kim. Kris gets off the airplane and gives Kim a big hug. This is a common way for close friends or family members to greet each other.

**Graphic Organizer**

Fill in the chart below with the information from the story. Then think about how you greet people in your country. Write your greeting on the chart.

<b>Names</b>	<b>Relationship</b>	<b>Greeting</b>	<b>My Country</b>
Bob and Pam			
Kim and Kris			

### Independent Practice:

#### Part 1: Reading Comprehension

1. Were Pam and Bob friends or strangers before they met? \_\_\_\_\_  
\_\_\_\_\_
2. Where did Pam and Bob meet? \_\_\_\_\_  
\_\_\_\_\_
3. How did they greet each other? \_\_\_\_\_  
\_\_\_\_\_
4. Where does Kris live? \_\_\_\_\_  
\_\_\_\_\_
5. How do close friends and family members greet each other? \_\_\_\_\_  
\_\_\_\_\_

**Part 2: Writing:** Write about how you greet strangers, friends, and family members.

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**Part 3: Mix & Mingle:** Ask your classmates how they greet different people.

**Ask:** How do you greet a family member?

**Answer:** I greet a family member with a hug.

handshake    hug    kiss    bow    pat on the back    "hello" only					
Classmate's Name	Classmate's Country	Family Member	Friend	Co-worker	Stranger

**Extension: Classmate Interview & Presentation****Part 1: Interview**

You are going to interview a classmate you do not know very well and then give a presentation to the class introducing your new friend.

1. Write 5 questions you want to ask him/her. Question #6 is finished for you.
2. Ask the questions and write the answers in the chart.
3. Write the answer with a complete sentence using the **3<sup>rd</sup> person** singular. That means you must use "**he/she**" or "**his/her**" in your sentences.
4. For question #6, your new friend will teach you how to greet someone in his/her language.
5. Practice this greeting so that you can share it when you introduce your new friend.

Question	Answer
1.	
2.	
3.	
4.	
5.	
6. How do you greet someone in your language?	

## Part 2: Presentation: Introductions

### A. Your Presentation:

You will make a presentation to introduce your new friend to the class.

1. Practice the sentences you wrote about your classmate until they are easy for you to remember. You will not use this paper when you give your presentation.
2. Fill out short answers, the important information, on **Note Cards**. You will use these when you give your presentation.
3. Practice your presentation using the note cards with a partner.
4. When you give your presentation you will need to:
  - a. Introduce your friend with "This is my friend \_\_\_\_\_." (Say his/her name correctly)
  - b. Show your new friend's native country on the map. (Your teacher will have a map for you to use.)
  - c. Share the information on each note card using a complete sentence and 3<sup>rd</sup> person singular verbs.
  - d. At the end of your presentation, tell your class how to greet someone using your friend's language and gesture.

### B. Listening to Class Presentations:

Your classmates will also give presentations.

1. Listen carefully to the presentations and take notes.
2. Your teacher will ask you question after each presentation.
3. See how many you can answer using your notes to remember.



**Assessment: Presentation Rubric****Student Name:** \_\_\_\_\_

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Introduces oneself and classmate.	Does not provide classmate's name.	Gives classmate's name but not in an accurate sentence.	Uses "He/she is" or "His/her name is ____" to introduce classmate.	Uses "This is ____" to introduce classmate.
Presents information from interview.	Presents less than 2 pieces of information from the interview.	Presents 2-3 pieces of information from the interview.	Presents 4 pieces of information from the interview.	Presents 5 pieces of information from the interview.
Uses the 3 <sup>rd</sup> person singular to give classmate's information.	Does not use 3 <sup>rd</sup> person singular to give classmate's information.	Inconsistently (less than 50%) uses 3 <sup>rd</sup> person singular to give classmate's information.	Uses 3 <sup>rd</sup> person singular somewhat (50-74%) to give classmate's information.	Consistently (75-100%) uses 3 <sup>rd</sup> person singular to give classmate's information.
Shares classmate's greeting with language and gesture.	Does not share classmate's greeting or gesture.	Shares the classmate's greeting but not the gesture; may need correction	Shares classmate's greeting and gesture, but is corrected by the classmate.	Shares classmate's greeting and gesture, receiving that classmate's approval.
<b>TOTAL:</b>				

**Student Name:** \_\_\_\_\_

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Introduces oneself and classmate.	Does not provide classmate's name.	Gives classmate's name but not in an accurate sentence.	Uses "He/she is" or "His/her name is ____" to introduce classmate.	Uses "This is ____" to introduce classmate.
Presents information from interview.	Presents less than 2 pieces of information from the interview.	Presents 2-3 pieces of information from the interview.	Presents 4 pieces of information from the interview.	Presents 5 pieces of information from the interview.
Uses the 3 <sup>rd</sup> person singular to give classmate's information.	Does not use 3 <sup>rd</sup> person singular to give classmate's information.	Inconsistently (less than 50%) uses 3 <sup>rd</sup> person singular to give classmate's information.	Uses 3 <sup>rd</sup> person singular somewhat (50-74%) to give classmate's information.	Consistently (75-100%) uses 3 <sup>rd</sup> person singular to give classmate's information.
Shares classmate's greeting with language and gesture.	Does not share classmate's greeting or gesture.	Shares the classmate's greeting but not the gesture; may need correction	Shares classmate's greeting and gesture, but is corrected by the classmate.	Shares classmate's greeting and gesture, receiving that classmate's approval.
<b>TOTAL:</b>				