



How to be English

By Alessandra, aged 15, from Italy. Read her account and answer the questions.

Last year, my Mum, Dad and I went on holiday to England. On the last day, I told them: 'I am going to be English today'. My parents laughed. 'You are Italian! How can you be English?' they asked.

At breakfast, it was easy. I ordered bacon, sausage, egg and beans. Later that morning, we went to a café. There was only us in there, but I made Mum and Dad line up in a queue. We ordered a pot of tea and we drank it with milk. It was a lovely cuppa. Next, we went to the park to feed the ducks. On the way, a girl bumped into me. 'Sorry luv' she exclaimed. 'Sorry, luv' I replied, even though it wasn't my fault. 'Lovely weather, by the way, isn't it?' I added. 'It is for the moment,' the girl replied, 'but it's going to rain later.'

Then, we went into town and we looked at the charity shops. There were ten charity shops, with lots of bargains. I bought three things I didn't really need. Later Dad drove us back to the hotel and we got stuck in traffic for ages. We listened to radio 1. When we got back, I drew a picture of a dog. Dad complimented me on what a good picture it was. 'Oh it's really awful', I said. Then I took my 'dog' for a walk round the hotel.

In the evening, I suggested fish and chips for supper, but my Dad didn't fancy fish and chips, he fancied a curry. He said there's nothing more English than chicken tikka massala!

'Right-oh dad,' I agreed. 'And then let's go to the pub afterwards.'

'Go to the pub after the curry? No, no, no Alessandra! That's not English. First, the pub and then the curry!' Oops, I forgot, my dad used to be a student in England and he knows how to be English!



Answer the questions in full sentences.

- 1) Where did the family go on holiday?
- 2) What did Alessandra decide she was going to do on the last day?
- 3) How did her parents react to her idea?
- 4) What did she choose for breakfast?
- 5) What did she make her parents do in the café?
- 6) What did they drink?
- 7) Why did they go to the park?
- 8) What happened on the way to the park?
- 9) Who apologised first?
- 10) Why did Alessandra apologise?
- 11) What did Alessandra and the girl chat about?
- 12) What did the family do in town?
- 13) What held them up on the journey back to the hotel?
- 14) Did Alessandra take a real dog for a walk?
- 15) What did Alessandra want for supper?
- 16) Who disagreed and what did he fancy?
- 17) How come Alessandra's dad 'knows how to be English'?

Here are the things Alessandra believes to be typically English.

- A) They have big cooked breakfasts with bacon and sausage.
- B) They queue up.
- C) They drink tea, always with milk, never lemon.
- D) They apologise for everything, even when not at fault.
- E) They talk about the weather all the time.
- F) They are modest and self-effacing.
- G) The town centres are full of charity shops and that's where the Brits like to shop.
- H) Traffic! Everywhere! It's awful.
- I) They love their pets, usually cats or dogs.
- J) They eat fish 'n' chips and curry.
- K) They go to pubs.
- L) They call each other, even strangers, 'luv'.

TASK: Look at each of these and compare them to how people behave in YOUR country.

Making The Most Of English An Intermediate Reading Writing Text For Esl Students

Nancy Duke S. Lay



Making The Most Of English An Intermediate Reading Writing Text For Esl Students:

Making the Most of English Nancy Duke S. Lay, 1985 *A Guide to Writing in English as a Second Or Foreign Language* Dan J. Tannacito, 1995 This bibliography offers English as a Second Language ESL and English as a Foreign Language EFL specialists and non specialists a listing of almost 3 500 works in the field of writing in ESL EFL at all educational levels from 1937 through 1993 It includes works focusing on how non native speakers write in English how they learn to write in English how ESL and native English speaker NES compositions compare how English is taught in contexts where it is used as a second or foreign language and instructional materials developed to support writing in a second foreign language Citations include bibliographies monographs textbooks periodicals dissertations and some unannotated master s theses conference papers and Educational Resources Information Center ERIC documents An introductory section and a list of native languages addressed in the works precede the annotated entries Author and subject indexes are also included MSE **TESOL Newsletter** Teachers of English to Speakers of Other Languages, 1990 The ESL / ELL Teacher's Survival Guide Larry Ferlazzo, Katie Hull Sypniewski, 2012-08-07 A much needed resource for teaching English to all learners The number of English language learners in U S schools is projected to grow to twenty five percent by 2025 Most teachers have English learners in their classrooms from kindergarten through college The ESL ELL Teacher s Survival Guide offers educators practical strategies for setting up an ESL friendly classroom motivating and interacting with students communicating with parents of English learners and navigating the challenges inherent in teaching ESL students Provides research based instructional techniques which have proven effective with English learners at all proficiency levels Offers thematic units complete with reproducible forms and worksheets sample lesson plans and sample student assignments The book s ESL lessons connect to core standards and technology applications This hands on resource will give all teachers at all levels the information they need to be effective ESL instructors **English L2 Reading** Barbara M. Birch, 2014-09-04 English L2 Reading Third Edition offers teachers research based insights into bottom up skills in reading English as a second language and a solid foundation on which to build reading instruction Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching The goal is to balance or supplement not replace top down approaches and methodologies with effective low level options for teaching English reading The text s pedagogical features Questions Study Guide Questions Discussion Questions Spotlight on Teaching sections engage readers of the text in moving easily from linguistic details and psycholinguistic data and theory to practical explanations and suggestions for teaching Two Appendices provide tables that list the graphemes or the phonemes of English Changes in the Third Edition Shift in focus from criticism of whole language methodologies to a more neutral stance times have changed and the study of lower level reading strategies is now mainstream Greater focus on linguistic form along with function and meaning Updated information about reading strategies at each level of the reading process More Spotlight on Teaching sections one for each chapter New chapter on spelling

development **Resources in Education** ,2001-04 **WPA, Writing Program Administration** ,1982 Instruction and Assessment of ESL Learners Faye Brownlie,Catherine Feniak,Vicki McCarthy,2004 This one of a kind resource offers solutions for teachers who provide exemplary instruction to students from varied cultural and linguistic backgrounds Using real classroom experiences and current research the authors focus on the needs of ESL learners in the regular classroom The activities and assessment tools can be used by classroom teachers and ESL teachers working alone or together In this book you will find ways to incorporate English and the home languages of the ESL students into the same lesson suggestions for informal individual and group assessments for reading writing and oral language ideas for welcoming new ESL students examples of criteria that can be used for the assessment of ESL students open ended lessons and units for all learners with accompanying reproducible masters Subject Guide to Books in Print ,1983 English Language Teaching in Theological Contexts Kitty Barnhouse Purgason,2010-06-28 International students in North American seminaries struggling with academic work in English Seminary students around the world finding resource materials that are still only available in English Regional seminaries in Asia Africa and Europe educating people from many language backgrounds by offering instruction in English These and other factors are the primary reasons for this volume Trends in the field of Teaching English to Speakers of Other Languages TESOL have led to specialized English and pedagogy for areas such as business engineering hospitality and so on The time has come to acknowledge English for Bible and Theology along with specialized program design materials and instruction English Language Teaching in Theological Contexts explores various models for assisting seminary and Bible college students in learning English while also engaging in their theological coursework It features chapters by specialists from countries including the U S Brazil Ukraine India the Philippines and Korea Part one of the book presents language teaching challenges and solutions in various places part two focuses on specific resources to inspire readers to develop their own materials **Language and Learning in Multilingual Classrooms** Elizabeth Coelho,2012-06-25 This book is a research based practical guide for educators who work with students whose linguistic and cultural background is different from their own Illustrated with many practical examples of classroom activities projects and teaching strategies the book is also an introduction to immigrant education for school administrators and educational planners in communities or regions that are in the process of developing plans and programs for newcomer students Although the focus is on first generation immigrant children many of the recommended approaches and instructional strategies described in this book can be used or adapted for use with second generation children and historical linguistic and cultural minorities such as children from Aboriginal communities in North America or children of Roma background in Europe **Forum** ,1982 **CCSS and ELLs: Common Core State Standards and English Language Learners** Estee Lopez,2012-01-01 The Common Core State Standards CCSS pose an exciting challenge for all educators and their students each of whom is expected to meet these standards The CCSS in English Language Arts ELA articulate rigorous grade level

expectations focused on higher order thinking processes in the areas of speaking listening reading and writing to prepare all students to be college and career ready To this end this reference guide is designed to increase educators ability to make teaching and learning decisions based on research based best practices for the academic and language achievement of English language learners ELLs It can also serve to initiate professional learning conversations and guide educators to resources that accelerate and improve the teaching and learning of ELL students

Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of *Assessing Readers* continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons

Inciting Change in Secondary English Language Programs M. Coles-Ritchie, 2009-08-31 This book follows a group of teachers who worked to create a program that supported their students native languages and funds of knowledge finding that structures within the school and discourses from other teachers administrators and the nation community both constrained enabled the teachers to create an equitable learning environment

Paperbound Books in Print, 1992

The New Immigrant and Language Marcelo M. Suárez-Orozco, Carola Suárez-Orozco, Desirée Qin-Hilliard, 2014-07-16 This six volume set focuses on Latin American Caribbean and Asian immigration which accounts for nearly 80 percent of all new immigration to the United States The volumes contain the essential scholarship of the last decade and present key contributions reflecting the major theoretical empirical and policy debates about the new immigration The material addresses vital issues of race gender and socioeconomic status as they intersect with the contemporary immigration experience Organized by theme each volume stands as an independent contribution to immigration studies with seminal journal articles and book chapters from hard to find sources comprising the most important literature on the subject The individual volumes include a brief preface presenting the major themes that emerge in the materials and a bibliography of further recommended readings In its coverage of the most influential scholarship on the

social economic educational and civil rights issues revolving around new immigration this collection provides an invaluable resource for students and researchers in a wide range of fields including contemporary American history public policy education sociology political science demographics immigration law ESL linguistics and more **American Book**

Publishing Record ,1985 **English as a Foreign or Second Language** Mohammed S. Assiri,2015-09-01 This book offers a brief review of the theoretical perspectives and empirical findings that have shaped our understanding of salient facets of English language teaching learning and testing It also communicates my personal views in regard to certain issues in these three domains The book is divided into five chapters that range in their foci from theory to practice Chapter one presents the most influential theoretical perspectives that have sought to account for the processes involved in second language acquisition and the roles of the so many variables that affect how a learner acquires a second language The second chapter discusses several methods and practices commonly used in EL2 English as a foreign second language teaching Chapter three highlights the differences between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency or BICS vs CALP as well as the various categories of language learning and use strategies In the fourth chapter the presentation centers on EL2 testing and assessment Chapter five is wholly devoted to my personal views including my philosophy of language education critiques of some scholarly views and practical recommendations Such views have had their inspiration and support from my experiences both as a learner and as a teacher *Assistive Technology Research, Practice, and Theory* DaCosta, Boaventura,Seok, Soonhwa,2014-01-31 This book presents cutting edge research in the field of assistive technologies including both theoretical frameworks and empirical research to benefit individuals with motor and cognitive disabilities Provided by publisher

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