

Thematic Unit

Learners' Lives as Curriculum (c)

Moving to a New Community

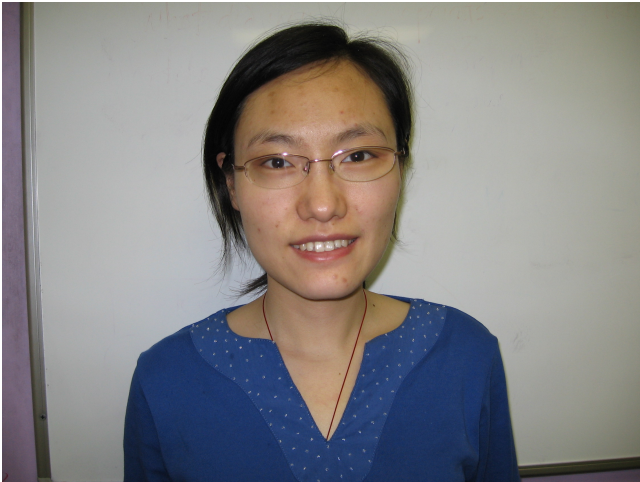
for high Intermediate learners

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Moving to a New Community



By Wei

State College is a small town which is different from the big city. The distance between places is very great. Sometimes I want to find some places to play. But I don't know how to get information about where I can go for fun. The names of the parks or places are hard to remember when people talk. Actually it's very hard to remember people's names. I know little about other places except Wal-Mart and Nittany Mall. Maybe it's a little hard to get detailed information about living in this town.

PLAYING WITH STORY LANGUAGE

Follow these steps:

A. Close your eyes and listen to the story.

B. Write the words in correct order in the blanks. Don't look back at the story.

State College is a _____ from the big city. The _____ very great.
_____ which town is different small _____ between is distance places

Sometimes I _____ play. But I don't _____ about where I can go
_____ to some want find to places _____ information get how to know

for fun. The names of the parks or places are _____ people talk. Actually,
_____ when to hard remember _____
_____ remember people's names. I know _____ except
to hard very it's _____ other about places little

Wal-Mart and Nittany Mall. Maybe it's a _____ about living in this town.
_____ hard to little a detailed get information

C. Work with a partner. Read your version of the story aloud with the words unscrambled. Then listen to your partner's version of the same story. Discuss any differences you find. Look back at the original story by Wei to check the correct word order.

D. With your partner, think of a good question about this paragraph. Write both the question and answer below. Discuss your question with other classmates. Write the question and your answer in your journal to discuss with your teacher.

Having Fun in the Community

Doing it in English: Places to go for fun in the community

A. In the chart below, circle the activities you enjoy doing.
Write the name of your favorite place to go in the community to enjoy this activity and how you found out about this place.

Activity I enjoy	Name of my favorite place	How I found out about it
See a sports Event		
Go Shopping		
Watch a movie		
Eat out		
Listen to music		
Play a sport		
Take a walk		

Getting Information in the Community

B. Tell a partner about your favorite places to go for fun in the community.

1. Where do you like to go to have fun?
2. How often do you go there?
3. How did you find out about it?

IDIOM

go out on the town

C. Work with a partner. Imagine your partner is new in town. Make suggestions about three things to do for fun.

You should	
You ought to	
You could	

Words to use to give advice and to show possibility: **should, ought to, could**

These are modal verbs which are used like this: 'You could go to the July 4 picnic at the park to meet a lot of people'.

Talking it Over: Getting Information

A. Put a check mark beside the place or person/people where you got information when you first arrived in town.

	The Visitor's Center
	Teacher
	Friend
	Family
	Employer
	Co-worker
	Other person

B. Tell your class about how you got help. Who helped you the most? How did they help you? Was it easy or difficult to get information?

C. Your teacher will help you look through the phone book to find some of these services:

1. Community Center
2. Career Link
3. Crisis and Hotlines
4. Hospital
5. Government offices
6. Psychological/Mental Health
7. Law enforcement and criminal justice
8. Court house
9. Legal Services
10. Housing

When you find each service in the phone book, tell what you know about them.

1. What kinds of services does each place offer?
2. Do you know where these services are located in your community?
3. Do you know how to get to these places?

D. Map it Out: Internet Activity. Use Mapquest or Yahoo maps to get directions from your house to the locations for some of the services above that you might need.

E. What other services might newcomers to your town need to know about? Brainstorm with your class and add to the list.

People in the Community

ROSA C.'S STORY

The most difficult change for me was the customs. It is difficult to have time to share with my children when I have to work in different places. I find it hard to make a decision about my children's relationships with the neighboring children. I'm not sure they should visit the other houses because I can't see their behavior.

Playing with Story Language

A. Discuss the story with a partner. Did you have similar problems when you first arrived in the U.S.? How did you handle these problems? Write your answers and with your partner discuss other possible ways to address these problems. Share with the class and your teacher.

B. Think about the people in your new community and describe them. How are they similar and how are they different? With your class, use the sentences below to describe members in your community.

All Most A Lot Some A Few Not Many	_____ of the people in my community	have children. work outside the home. don't know their neighbors. are concerned about their children. live in an apartment. live in a house. go to the park on weekends. go out to have fun in the evening. are from another country.
---	--	---

C. Work with a group of your classmates and complete the sentences below about your group. Tell the rest of the class about your group.

1. All of us _____
2. Most of us _____
3. A lot of us _____
4. Some of us _____
5. A few of us _____
6. Not many of us _____

Comparing Communities: Then and Now

A. Think about customs in your native country and customs in this country. Are any customs the same in both countries? Write your answers.

EXAMPLES:

*In this country, people allow their children to play in their houses with the neighbors' children they know, **and** in my native country, we allow our children to play together, **too**.*

*In this country, people don't let their children play with strangers, **and** in my native country, we don't **either**.*

*In this country, people use a daycare center or have a babysitter watch their children while they work, **but** in my native country, families watch the children while their parents go to work.*

Combining Sentences

(positive sentence) **and**
(positive sentence) **too**

(negative sentence) **and**
(negative sentence) **either**

(difference sentence) **but**

Same

In this country, people _____

and in my native country, _____ **too.**

In this country, people don't _____

and in my native country, _____ **either.**

B. What is different? Write your answers.

Different

In this country, people _____

but in my native country, _____

In this country people don't _____

but in my native country, _____

C. Discuss with a partner what's the same and what's different about the two cultures. Choose one sentence to write in your journal and discuss with your teacher.

Maria's Story

I was born in Santiago de Maria, a small town in El Salvador. I lived with 3 brothers, 6 sisters, mama, papa, and one uncle and aunt in a medium-size house. My neighbors had a lot of children that I played with. I went to school there in a big building from first grade to ninth grade. It was warm all year.

Now I live in Laceyville, PA for 8 years. I came to the US 12 years ago. I live in a house with my brother and other people. It is a small town; it is cold in the winter and hot in the summer for a few days.

I miss my cousins, my friends, my aunt and uncle. If I could, I would try to improve all the living conditions of the poor people. My favorite memory is of swimming and fishing in the river Lempa.

The most difficult thing about moving to the United States was filling out all the paperwork and keeping the family together – they live in different states. My mother is sick and lives in Florida. I can't see her now.

PLAYING WITH STORY LANGUAGE

A. Listen to the story and then fill in the blanks with the phrase below you think best completes the sentence.

1. I lived in El Salvador with

2. My neighbors had

3. Now I live with

4. I miss

5. My mother is

6. In El Salvador the weather was

7. My favorite memory is

my extended family

sick and lives in Florida

a lot of children

warmer than it is here

my brother and other people

swimming and fishing in the river

my cousins, my friends, my aunt and uncle

B. Read your sentences aloud to a partner. Does your partner agree with your answers? Look back at the story if necessary.

C. Discuss with your partner how this story is the same or different from your personal story.

Journal Writing: Where we Live

Choose one of the following topics to write about in your journal:

1. Think about the town or city where you live now. Imagine you want to describe the town to a newcomer. In your journal, describe where you live and tell whether it is rural or urban. Tell what you like or dislike about it. Compare your hometown to the town where you live now. How are your hometown and your new town the same? How are they different?
2. In your notebook, write about your experience in moving to a new community. Other than the language, what did you have the most difficulty with when you moved to your new community?
3. In your notebook, write to your teacher about your hometown. Answer these questions: Is it rural or urban? What are some words to describe your hometown? What do you like or dislike about your hometown? Ask your teacher to write back telling you about his/her hometown.

English in Action: Reaching Out

1. **Community Day Food Booth:** With your class, discuss a favorite dish from your country. Then at home, write down the recipe and bring it to class to share with your classmates. Together, plan a food booth for your local 'community day' event to share the foods you have prepared from your country with community members.
2. **Newcomers Guide to the Community:** With your class, make a list of shops and services newcomers might need to know about as they move to your town. Discuss what newcomers need to know about each service. Break into small groups. With your group, write a section of a 'newcomers guide'. Then with your class, put all the parts of the guide together and give it to new people as they arrive in your class or community.
3. **Buddy System:** With your class, create a list of people who are willing to welcome newcomers to your town. Beside each volunteer's name, write his/her address, phone number, and email address. When someone new comes to your town, assign them to a "buddy" who will help him/her integrate into the community.

WORD BANK

Choose eight words, phrases, or expressions from this unit that you want to remember. Write the words, phrases, or expressions on each line of the chart. Use them in your own sentences below.

Write your sentences here:

1.

2.

3.

4.

5.

6.

7.

8.

Looking Back

Think about what you learned in this unit. Fill in the blanks and then share your answers with your classmates.

1. One thing I learned in this unit was _____.
2. One thing I still want to learn is _____.
3. The activity I liked best was _____
because _____.
4. The activity I liked least was _____.
because _____.

Checklist for Learning

What can you do in English? Put a check mark next to the activities that you can do in English. Add your own ideas.

- Describe a community
- Compare and contrast places to live
- Describe places to go for fun
- Make suggestions about where to go for fun
- Identify important community services
- Use a telephone book to find community services
- Describe similarities and differences between people
- Compare customs
- Help newcomers to town
- Use a computer to get directions
