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**ABSTRACT**

Developed to facilitate the teaching/learning process, this teacher's guide corresponds to the Adult Basic Education (ABE) Writing Skills Workbook Level II, and may be used as an answer book, as well as a reference manual. It contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials (with specific pages cited) that may be used to supplement the materials. The guide covers seven units: parts of speech, sentence structure, paragraph development, punctuation, capitalization, practical writing and spelling. Answers to the unit post-tests are also given, as well as a preface to the teachers, and a brief summary of what is to be found in the reading and writing workbooks, and how they are organized. (JMM)

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# PATHWAYS

## An Adult Basic Education Writing Skills Workbook

Level II

### Teacher's Guide

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PATHWAYS  
AN ADULT BASIC SKILLS WRITING WORKBOOK  
LEVEL II  
TEACHER'S GUIDE

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## PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

**ABE reading and writing workbooks.** The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

LEVEL	EQUIVALENT GRADE	READABILITY
I	3rd	2.7 - 3.9
II	4th	3.5 - 4.9
III	5th	4.5 - 6.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

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Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.



KEY TO SUPPLEMENTAL MATERIALS

BBSW	<u>Building Basic Skills in Writing</u>
WSW	<u>Writing Skills Workbook Series</u> , Contemporary Books, Inc.
DS	<u>Dr. Spello</u> , McGraw-Hill, Inc.
LDL	<u>Language in Daily Living</u> , Steck-Vaughn Co.
LOL	<u>Learning Our Language</u> , Steck-Vaughn Co.
LE	<u>Language Exercises</u> , Steck-Vaughn, Co.
WD	<u>The Writing Discovery Book</u>
L2	<u>Lifelines 2</u> , Regents Publishing Co.
KGL	<u>Keys to Good Language</u> , The Economy Co.
LDL	<u>Language in Daily Living</u> , Steck-Vaughn Co.
PGLS	<u>Pre-GED Language Skills</u> , Cambridge Book Co.
C5	<u>Composition Five</u> , Scott, Foresman Co.
SIL	<u>Skills in Language</u> , Cambridge Book Co.
REW	<u>Regents English Workbook</u> , Regents Publishing Co.

# UNIT I

## UNIT I - PARTS OF SPEECH

### A.1. Review proper and common nouns

A common noun names a person, place, thing, or idea. It does not name a particular person, place, or thing.

A proper noun names a particular person, place, or thing and is capitalized. Irwin Tso, The White House, Winslow, Arizona are proper nouns.

#### TEACHING SUGGESTIONS:

1. Write a list of proper nouns on the board, i.e., names of students, place names. Then ask students to give the common noun reference, i.e., man, town, etc.
2. Reverse suggestion #1. Write common nouns on the board and ask student to give an example of a proper noun in that class.

#### ANSWERS:

- |              |                   |
|--------------|-------------------|
| 1. hunters   | 11. hide          |
| 2. tribes    | 12. antelope      |
| 3. bowguards | 13. buffalo       |
| 4. wrists    | 14. wildcat       |
| 5. pain      | 15. mountain lion |
| 6. bowstring | 16. hunter        |
| 7. Bowguards | 17. bowguard      |
| 8. pieces    | 18. arm           |
| 9. leather   | 19. strip         |
| 10. leather  | 20. leather       |

1-4: accept any good answer

#### Proper Nouns

1. Hopis
2. Southwest
3. Kachinas
4. January
5. July
6. Snake Dance
7. August
8. December
9. Hopis
10. \_\_\_\_\_

#### Common Nouns

11. dances (3)
12. year
13. tribe
14. Dances
15. rites
16. prayers
17. rain
18. crops
19. health
20. people

#### SUPPLEMENTAL MATERIALS:

LE-Blue Bk., pp. 42-45  
BBSW (1), pp. 55-57  
WSW (1), p. 13

LOL (2), p. 27  
KGL, p. 9  
LE-Red Bk., pp. 54-58

### I.A.2. Review singular and plural nouns

A singular noun names one person, place, or thing at a time. Most plurals are formed by adding **s** to the singular form.

Some plurals are irregularly formed; the rules for these are also presented in the student workbook.

#### Rule #1:

When a noun ends in **s, ss, ch, sh, z,** or **x,** you add **es** to make the plural. Ex: peaches

#### Rule #2:

When a noun ends in **y** that follows a vowel, just add **s**. Ex: days

**BUT,** if a word ends in **y** that follows a consonant, change the **y** to **i** and then add **es**. Ex: berries

#### Rule #3:

When a noun ends in an **o** that follows another vowel, just add **s**. Ex: radios

**BUT,** if a noun ends in an **o** that follows a consonant, you add **es**. Ex: tomatoes. This rule has some exceptions. You might have to check the dictionary.

Some nouns are the same in the singular and the plural: fish, deer, trout, swine, elk, moose, sheep.

Some nouns change spelling internally, such as man (men), woman (women), child (children). All the others are listed in the student workbook.

#### TEACHING SUGGESTIONS:

1. Bring in pictures of nouns, especially the ones with irregular plurals. Ask student to tell you the plural form.
2. Use the same pictures as in #1. Have students write the plural forms.

I.A.2. Review singular and plural nouns (cont.)

3. Write some sentences on the board, using singular and plural nouns. Ask student to find the nouns and list them as either singular or plural.
4. List singular nouns on the board. Ask students to write the plural form for each.

ANSWERS:

1. feathers
2. drums
3. chants
4. stars
5. trails
6. bears
  
7. crashes
8. watches
9. foxes
10. brushes
11. losses
12. gases

- 
- |              |            |
|--------------|------------|
| 1. families  | 5. stories |
| 2. rays      | 6. flies   |
| 3. ponies    | 7. donkeys |
| 4. countries | 8. valleys |

- 
1. rodeos
  2. tomatoes
  3. zoos
  4. stereos
  5. zeroes
  6. potatoes

- 
- |             |              |
|-------------|--------------|
| 7. wolves   | 12. beliefs  |
| 8. bluffs   | 13. staffs   |
| 9. lives    | 14. sheriffs |
| 10. chiefs  | 15. calves   |
| 11. thieves | 16. knives   |

17. loaves
18. selves
19. halves
20. leaves

- 
- |          |          |
|----------|----------|
| 1. moose | 4. oxen  |
| 2. woman | 5. men   |
| 3. elk   | 6. teeth |

I.A.2. Review singular and plural nouns (cont.)

- |                           |                         |
|---------------------------|-------------------------|
| 1. <b>days</b> (p)        | 15. <b>colors</b> (p)   |
| 2. <b>people</b> (p)      | 16. <b>red</b> (s)      |
| 3. <b>maker</b> (s)       | 17. <b>black</b> (s)    |
| 4. <b>world</b> (s)       | 18. <b>Red</b> (s)      |
| 5. <b>people</b> (p)      | 19. <b>blood</b> (s)    |
| 6. <b>desert</b> (s)      | 20. <b>life</b> (s)     |
| 7. <b>sand</b> (s)        | 21. <b>Black</b> (s)    |
| 8. <b>water</b> (s)       | 22. <b>darkness</b> (s) |
| 9. <b>mud</b> (s)         | 23. <b>death</b> (s)    |
| 10. <b>desert</b> (s)     | 24. <b>colors</b> (p)   |
| 11. <b>plants</b> (p)     | 25. <b>clothes</b> (p)  |
| 12. <b>people</b> (p)     | 26. <b>life</b> (s)     |
| 13. <b>ceremonies</b> (p) | 27. <b>death</b> (s)    |
| 14. <b>rain</b> (s)       | 28. <b>person</b> (s)   |

SUPPLEMENTAL MATERIALS:

- KGL, p. 10  
LOL (2), p. 29  
WSW (1), pp. 18-21  
BBSW 91), pp. 58-61  
LE-Blue Bk., pp. 46-48  
LE-Red Bk., p. 59

### I.A.3. Noun used as a subject

Student has learned what nouns are. This is the first time that the idea of subject is introduced. This will probably take some time. The noun is the ACTOR in the sentence. It is the person, place, or thing that performs the action of the verb.

#### TEACHING SUGGESTIONS:

1. Write some simple sentences on the board, such as "Anna weaves baskets." Ask student what is happening in the sentence. When she says weaves, tell her weaves is the action word. Every action has an actor that performs it. Ask her who or what is the actor of the sentence. This should be done several times, using different examples.
2. An important aspect of this lesson is to teach student to differentiate between the subject noun and the other nouns. Write some sentences that have other nouns in them on the board, such as

Joe rides to school on a bus.

Ask student to identify all the nouns. Underline them. Ask student to choose the actor or subject noun.

3. Read some sentences out loud. Have student write down the noun subject. You may need to read each sentence twice.
4. Choose four items in the room. Write these nouns on the board. Ask student to write her own sentences using these nouns as subjects.

#### ANSWERS:

1. stepped
2. horse, stream
3. horse
4. horse

1. men
2. flowers
3. corn
4. Navajo Reservation

5. colors
6. Red
7. Success
8. Blue

I.A.3. Noun used as a subject (cont.)

- |                 |                                      |
|-----------------|--------------------------------------|
| 1. Pimas, women | 7. The Colorado River                |
| 2. plants       | 8. Freedom                           |
| 3. women, Pimas | 9. sun, moon                         |
| 4. Baskets      | 10. (any color)                      |
| 5. Uncle Harry  | 11. (any person's name)              |
| 6. Rain         | 12. sheep, or other suitable animals |

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 49-52  
WSW (1), p. 14



#### I.A.4. Forming possessive nouns

A possessive noun is one that shows ownership of another noun. Be sure your students understand this section.

#### TEACHING SUGGESTIONS:

1. Write some possessive phrases on the board, like, Don's hat, my sister's horse, etc. Ask student to tell you what thing is owned and who is the owner. Be sure not to use any pronouns here.
2. Explain the spelling rules carefully. Start with adding 's to singular nouns. You can do an oral drill by listing nouns on the board and pointing, like this

<u>Owner</u>	<u>Things that are owned</u>
Irwin	horse
my brother	hat
Fena	farm

3. Be sure to stress the rule of adding 's to plural nouns that do not end in s.

Ex: men + 's = men's

Most students have difficulty with this lesson. Read phrases out loud and have student write the phrase correctly.

#### ANSWERS:

##### Rule #1

- |             |              |
|-------------|--------------|
| 1. Ann's    | 5. lady's    |
| 2. singer's | 6. rancher's |
| 3. snake's  | 7. Dawn's    |
| 4. child's  | 8. the man's |

##### Rule #2

- |              |              |
|--------------|--------------|
| 9. students' | 13. cows'    |
| 10. chiefs'  | 14. eagles'  |
| 11. thieves' | 15. cars'    |
| 12. plants'  | 16. Navajos' |

##### Rule #3

- |             |             |
|-------------|-------------|
| 17. trout's | 19. women's |
| 18. geese's | 20. elk's   |

I.A.4. Forming possessive nouns (cont.)

- |             |                 |
|-------------|-----------------|
| 1. women's  | 5. councilmen's |
| 2. sheep's  | 6. bird's       |
| 3. Apaches' | 7. rancher's    |
| 4. Gus's    | 8. lady's       |

SUPPLEMENTAL MATERIALS:

KGL, p. 72  
LOL (2), pp. 33, 34  
WSW (1), p. 22  
BBSW (1), pp. 64-66  
LE-Blue Bk., pp. 49-51  
LE-Red Bk., pp. 61-62  
PGLS, p. 75

### I.B.1. Pronouns used as nouns

This is the first lesson where pronouns are introduced. Only the subject pronouns (**I, you, he, she, it, we, you (pl), they**) are used here. Subject pronouns function as nouns in the subject position.

#### TEACHING SUGGESTIONS:

1. Write sentences on the board, each of which repeats the same noun.

Ex: Fred has a truck. Fred lives in Zuni. Fred is a farmer.

Ask student to think of a word to replace the name.

2. Write the names of the students on the board with part of a sentence.

Ex: Melvin  
Irwin                      worked all day.  
Rena  
David

Point at the names, one by one, then in pairs, and ask student to read the sentence using the correct pronoun. (i.e., he, she, they)

3. Read some sentences out loud using noun subjects. Have students write down the correct pronoun to name the subject. (Keep sentences simple.)
4. Have student generate his own sentences using all eight of the subject pronouns: I, you, he, she, it, we, you (plural), they.

#### ANSWERS:

- |         |        |
|---------|--------|
| 1. She  | 5. It  |
| 2. they | 6. you |
| 3. He   | 7. I   |
| 4. he   | 8. she |

- 
- |         |         |
|---------|---------|
| 1. They | 5. they |
| 2. He   | 6. They |
| 3. It   | 7. we   |
| 4. we   | 8. He   |

#### SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 69-71  
LE-Blue Bk., pp. 57-59  
BBSW (1), pp. 137-142

LOL (2), pp. 50, 56  
KGL, pp. 19, 20  
PGLS, pp. 7, 69

I.B.2. Pronouns used as question words

This lesson addresses the pronouns that introduce questions: who, what, and which. When these pronouns are used to replace nouns, a question is formed.

TEACHING SUGGESTIONS:

1. Write some sentences on the board that have simple subjects.

Ex: He is my uncle.  
Stew is for dinner.  
That is my horse.

Then replace underlined words with who, what, and which to make questions.

2. Read some sentences like the ones in #1. Have student write down the correct pronoun for the subject noun. Be careful not to use these pronouns as adjectives, i.e., which horse.

ANSWERS:

- |          |          |
|----------|----------|
| 1. which | 5. which |
| 2. who   | 6. what  |
| 3. what  | 7. who   |
| 4. who   | 8. which |

- 
- |         |          |
|---------|----------|
| 1. who  | 5. what  |
| 2. what | 6. which |
| 3. what | 7. who   |
| 4. who  | 8. which |

SUPPLEMENTAL MATERIALS:

RGL, p. 22  
LOL (2), p. 52  
SIL (1), p. 76

### I.C.1. Simple verb tenses

This is a review of the simple verb tenses: present, past, and future. The simple present refers to on-going action; Ex: She works at home. The simple past tense refers to action that occurred in the past but did not continue into the present; Ex: She worked last Friday. The simple future refers to action that will occur some time in the future; Ex: She will work tomorrow.

#### TEACHING SUGGESTIONS:

1. Once again, you must emphasize the verb endings signifying tense. An oral drill is recommended. Choose four or five regular verbs. Write subject nouns and pronouns on the board. Ask student to recite either past, present, or future forms. Drill until student is very familiar with the endings.
2. Repeat #1 with irregular verbs, using only present and past tenses.
3. Write sentences on the board, using irregular verbs in the present tense only. Have student rewrite sentences in the past and future.

Ex: write  
ride  
take  
fill

#### ANSWERS:

- |            |            |
|------------|------------|
| 1. past    | 5. past    |
| 2. past    | 6. future  |
| 3. present | 7. present |
| 4. future  | 8. past    |
- 
- |           |           |
|-----------|-----------|
| 1. paid   | 9. was    |
| 2. draw   | 10. chose |
| 3. told   | 11. wear  |
| 4. hid    | 12. did   |
| 5. strike | 13. tear  |
| 6. froze  | 14. grew  |
| 7. bend   | 15. drink |
| 8. go     | 16. heard |

I.C.1. Single verb tenses (cont.)

- |           |          |
|-----------|----------|
| 1. caught | 7. threw |
| 2. spoke  | 8. blew  |
| 3. sang   | 9. froze |
| 4. told   | 10. rose |
| 5. was    | 11. drew |
| 6. held   | 12. knew |

SUPPLEMENTAL MATERIALS:

- BBSW (1), pp. 101-109  
WSW (1), pp. 30-34  
LOL (2), pp. 69-73  
SIL (2), pp. 24, 36

## I.C.2. Helping verbs

A helping verb is used with a main verb in a verb phrase. The most common helping verbs are:

be	was	had	should	must
is	were	will	could	do
am	had	can	would	could
are	have	may	might	does

A helping verb with a main verb is expressed as a verb phrase.

Ex: he should go

The main verb is the last word in the verb phrase.

### TEACHING SUGGESTIONS:

1. Write some helping verb phrases on the board. Ask student to identify the action word. Then, explain that the other words are verbs, too; they are helping verbs.
2. Use exercises, like these:

Ex: She \_\_\_\_\_ leaving today.

I \_\_\_\_\_ go home today.

She \_\_\_\_\_ cook.

Ask student to rewrite sentences using any helping verbs that will fit.

3. Use exercises like these:

Dave might \_\_\_\_\_.

Sharon will \_\_\_\_\_.

The boys should \_\_\_\_\_.

Ask student to complete the sentence.

I.C.2. Helping verbs (cont.)

ANSWERS:

1. leaving, will be
2. hunting, can go
3. going, is
4. win, might
5. flown, has
6. see, can
7. growing, are
8. attended, should have

1. was led
2. was built
3. had left
4. are located

5. is held
6. had found
7. is important
8. are allowed

SUPPLEMENTAL MATERIALS:

- LOL (2), p. 67  
BBSW (1), p. 101-103  
PGLS, p. 30-31  
SIL (1), p. 40-50



I.D.1. Review descriptive adjectives

Descriptive adjectives describe nouns and tell what kind? These adjectives tell size, color, shape, etc. These adjectives usually precede the nouns they modify.

TEACHING SUGGESTIONS:

1. Write nouns on the board like horse, dog, truck. Have student supply as many adjectives as she can think of for each one.
2. Have student fill in blank with any good adjective.  
Ex: The \_\_\_\_\_ man.  
A(n) \_\_\_\_\_ horse.
3. Bring in a picture or poster. Have student write down what he sees using descriptive adjectives to describe the nouns in the picture.
4. Have students play charades in small groups. Give one player from each group a card with the name of an object written on it. He must then describe the object using adjectives until the others can guess what it is.

ANSWERS:

1-8: accept any good answer

1. sleepy dog; tall, shady tree
2. old, rusty rifle; dark corner
3. black horse; clear, cool water
4. tired children; soft, white sheepskin
5. hot sun; dry, barren land
6. small, desert creatures; old, weathered ruins
7. Soft, wispy clouds; blue sky.
8. faded, blue shirt; warm fire
9. stone cliff; small, spring
10. elderly potter; round bowl; skilled hands
11. long, narrow leaves; yucca plant; sharp, pointed tips
12. dry, desert wind; large dust cloud

SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 79-81  
LE-Blue Bk., pp. 88-90  
BBSW (1), p. 163

LOL (2), pp. 77-78  
KGL, p. 70

## I.D.2. Adjectives indicating number

Adjectives indicating number include all of the number words (Ex: four, ten, thirty) as well as words like some, many, all, each, every, both.

### TEACHING SUGGESTIONS:

1. One main point here is that the number words are adjectives. Most students are not familiar with the idea that a number can modify a noun. Use many examples and point out that these adjectives answer the question how many?

2. The second point to emphasize is the use of words like each, every, all, many, etc. Be sure that when you use these, you don't put them in the pronoun position.

Ex: All boys are to leave now (adjective).  
All of the students are leaving (pronoun).

3. Have student supply appropriate # adjective.

Ex: \_\_\_\_\_ horses  
\_\_\_\_\_ sisters

### ANSWERS:

- |            |          |
|------------|----------|
| 1. Many    | 5. two   |
| 2. ten     | 6. Every |
| 3. several | 7. few   |
| 4. Any     | 8. Both  |

1-16: accept any good answer

1. three, ripe, sick
2. mother, five, frisky
3. Several, ten, wild
4. three, beautiful
5. dark, heavy, any
6. Each, white, buckskin
7. Many, bright, colorful
8. two, one

### SUPPLEMENTAL MATERIALS:

1, E-Red Bk., p. 82  
REW (1), pp. 81, 65

### I.E.1. Adverb as modifier of verb

In this lesson, you will only teach the adverb as modifier of the verb. Adverbs tell when, where, or how something happens.

#### TEACHING SUGGESTIONS:

1. Write some short sentences using adverbs on the board and underline the adverbs. Ask student to tell you what the function of the adverb is.
2. Read some short simple sentences out loud that have adverbs in them. Have student write down the adverbs as they hear them.
3. Make two lists, one of verbs, the other of adverbs. Have students choose one word from each list and write sentences. Be sure they understand that the adverb should only modify the verb, not an adjective or another adverb.

#### ANSWERS:

- |             |             |
|-------------|-------------|
| 1. wisely   | 6. slowly   |
| 2. suddenly | 7. sharply  |
| 3. swiftly  | 8. finally  |
| 4. politely | 9. often    |
| 5. hard     | 10. thickly |

- 
1. silently, fell
  2. evenly, planted
  3. carefully, made
  4. slowly, simmered
  5. suddenly, jumped
  6. swiftly, fled
  7. sweetly, sang
  8. lazily, stretched
  9. already, have left
  10. evenly, divided

#### SUPPLEMENTAL MATERIALS:

- LE-Blue Bk., p. 98  
BBSW (1), p. 170  
WSW (1), pp. 51, 52  
LOL (2), pp. 80, 81  
KGL, p. 74  
SIL (1), pp. 89-92

I.E.2. Commonly misused adverbs and adjectives

Some adverbs and adjectives are commonly confused and misused. The objective of this lesson is to reinforce the difference between the two modifiers.

TEACHING SUGGESTIONS:

1. You must stress that adjectives modify nouns and adverbs modify verbs. Write a list of adjectives next to a list of nouns. Orally drill student by pointing at the words. Student should recite noun plus adjective.

Ex: Adjective	<u>Noun</u>
quiet	child
slow	horse
careful	carver

Point out that adjectives often precede the nouns they modify while adverbs often follow the verbs they modify.

2. Write a list of adverbs and verbs as in #1. Orally drill students.

Ex: <u>Verb</u>	<u>Adverb</u>
ran	slowly
sang	quietly
played	carefully

3. Give student pairs of adverb/verb, adjective/noun combinations. Ask student to generate sentences from these.

ANSWERS:

- |              |              |
|--------------|--------------|
| 1. loud      | 7. awful     |
| 2. carefully | 8. easily    |
| 3. well      | 9. slow      |
| 4. good      | 10. slowly   |
| 5. poorly    | 11. silently |
| 6. mean      | 12. loud     |

I.E.2. Commonly misused adverbs and adjectives (cont.)

- |              |              |
|--------------|--------------|
| 1. adverb    | 5. adverb    |
| 2. adjective | 6. adverb    |
| 3. adjective | 7. adjective |
| 4. adjective | 8. adverb    |

SUPPLEMENTAL MATERIALS:

KGL, p. 78  
WSW (1), pp. 53-54  
BBSW (1), p. 171, 172  
PGLS, p. 85  
REW (1), p. 64

I.F.1. Time word prepositions

The words explained in this section are after, before, since, and until.

TEACHING SUGGESTIONS:

1. The best idea for teaching this lesson is to work through the instructional section in the student materials. It may be helpful to draw the timelines on the board while you are instructing.

2. Some physical action would be a good idea, too. Hand a book to one student, and say "I give the book to Dan." Then, sit down, and say, "I sit down." Then say,

"I gave the book to Dan before I sat down."

Explain this thoroughly.

3. Use the same situation as in #2, but end up with the sentence

"I sat down after I gave the book to Dan."

4. Use the time period of the class to teach since and until. Say, "Class started at 10 o'clock. It is now 11 o'clock. We have been in class since 10 o'clock."

5. Say, "It is now 10 o'clock. Class ends at 11 o'clock. We will be in class until 11 o'clock."

ANSWERS:

1. After
2. until
3. before
4. since

5. Since
6. Before
7. After
8. until

1. c
2. c
3. b
4. a

SUPPLEMENTAL MATERIALS:

DKCC (B), p. 25-27  
RL, p. 55  
RP, p. 45

UNIT I POST-TEST: PARTS OF SPEECH

- |                       |                    |
|-----------------------|--------------------|
| 1. reservations       | 7. reservation     |
| 2. Arizona            | 8. Yuma            |
| 3. Hopis              | 9. Havasupai       |
| 4. Navajos            | 10. Havasu Canyon  |
| 5. lands              | 11. Tohono O'Odham |
| 6. Quechans           | 12. Mexico         |
| 13. ladies            | 17. men's          |
| 14. flies             | 18. bird's         |
| 15. deer              | 19. Apaches'       |
| 16. wolves            | 20. Harry's        |
| 21. The Pimas, they   |                    |
| 22. Dave, He          |                    |
| 23. The mare, she     |                    |
| 24. The cornbread, it |                    |
| 25. Who               |                    |
| 26. What              |                    |
| 27. Which             |                    |
| 28. flew              |                    |
| 29. drink             |                    |
| 30. led               |                    |
| 31. tore              |                    |
| 32. learn             |                    |
| 33. were, worn        |                    |
| 34. might see         |                    |
| 35. has been waiting  |                    |
| 36. has made          |                    |
| 37. good              | 43. Soft           |
| 38. Many              | 44. sleepy         |
| 39. Some              | 45. Brave          |
| 40. special           | 46. new            |
| 41. Hunting           | 47. Noisy          |
| 42. all               | 48. tribal         |
| 49. fiercely          | 53. slowly         |
| 50. finally           | 54. easily         |
| 51. slowly            | 55. quick          |
| 52. quietly           | 56. really         |
| 57. c                 |                    |
| 58. a                 |                    |
| 59. c                 |                    |
| 60. b                 |                    |

## UNIT II



## UNIT II - SENTENCE STRUCTURE

### A. Types of simple sentences: statement, question, command, exclamation

This lesson reviews two types of simple sentences: statement and question, and it teaches two new types: command and exclamation. Remember to stress that a sentence expresses a complete thought.

#### TEACHING SUGGESTIONS:

1. Explain to student that when we talk, we don't always speak in complete sentences because a lot of what we say is already understood by the person we are talking to. However, when we write, we don't have that same understanding. We can't depend on voice inflection, facial expression, or body language. All we have are words, and we must strive to be as clear as possible.
2. This lesson introduces the idea that each question has a statement for its answer. Write some questions on the board. Have student supply the answer in the form of a complete statement.
3. Write statements on the board. Ask student to supply questions.
4. Explain that a command is a directing sentence. In a command, you are writing to a specific person, but his name is not mentioned in the sentence. Give some commands to student, like "Open your book, please." "Stand up." Have student give you some similar commands.
5. Explain that an exclamation is a sentence that expresses strong emotion or surprise. It can show fear, happiness, excitement, love, or admiration. It is very important that the student learn to distinguish this sentence from the statement and the command. She must also remember to put the exclamation point at the end.
6. Read some statements, commands, and exclamations out loud. Ask student to raise his hand when you read an exclamation. Hands should remain down when you read the other types. You should exaggerate the emotional inflection of your voice for the exclamation.

II.A. Types of simple sentences: statement, question,  
command, exclamation (cont.)

ANSWERS:

- |      |      |
|------|------|
| 1. c | 5. b |
| 2. d | 6. e |
| 3. f | 7. i |
| 4. a | 8. h |

- 
1. E  
2. C  
3. C  
4. E  
5. E  
6. C

- 
- |      |       |
|------|-------|
| 1. E | 8. E  |
| 2. Q | 9. S  |
| 3. S | 10. S |
| 4. C | 11. Q |
| 5. Q | 12. C |
| 6. S | 13. Q |
| 7. Q | 14. C |

SUPPLEMENTAL MATERIALS:

KGL, p. 2  
LE-Blue Bk., pp. 24-26  
LE-Green Bk., pp. 42-44  
LOL (1), pp. 16-18  
BBSW (1), pp. 17-20  
WSW (1), pp. 9, 10

## II.B. Subject and predicate: simple

The simple subject is the one word (or complete name) that is the actor of the sentence.

The simple predicate is made up of the main verb and all the helping or auxiliary verbs.

### TEACHING SUGGESTIONS:

1. Put a very simple sentence on the board, such as:

Josh ran.

Ask student to identify the action word of the sentence. Ask student to identify the subject or doer of the action.

2. Expand the sentence from #1 to:

My older brother Josh ran every race.

Ask student again to identify the action word and the subject word. Put a line under each one.

3. Put more example sentences on the board. Ask students to underline the noun and circle the verb.

### ANSWERS:

1. Melvin works
2. coyote was captured
3. eagle was flying
4. Pimas made
5. Havasupai dried
6. Pueblo Bonito is
7. rainbow appeared
8. you can eat
9. people are voting
10. I have been waiting
11. dog died
12. trails led
13. Policeman gave
14. sheep were found
15. you can see
16. Ira Hayes was
17. team lost
18. hair is
19. corn is
20. Melvin Little Deer made

II.B. Subject and predicate: simple (cont.)

**SUPPLEMENTAL MATERIALS:**

BBSW (1), pp. 25-28, 31-34

LOL (2), pp. 3-15

LE-Blue Bk., pp. 28-36

KGL, p. 3, 4

PGLS, p. 1, 2

# UNIT III

## UNIT III - PARAGRAPH DEVELOPMENT

### A. Characteristics of a paragraph

This lesson teaches the characteristics of topic and unity. Topic is the subject matter of the paragraph. Unity means that every sentence in the paragraph is about the same topic.

#### TEACHING SUGGESTIONS:

1. Tell student a short story about an object in the room, without mentioning it by name. Then ask student to guess what the object is (topic).

Ex: It has four legs.  
It is made of wood.  
People sit on it.  
What is it? - a chair.

2. Use the same sentences as in #1. Then add a sentence like:

Birds sing in the evening.

Ask student to tell you which sentence doesn't belong. (unity)

3. Give students several paragraphs, each containing a sentence that does not belong in it. Ask student to underline the sentence that does not belong.

#### ANSWERS:

1. 4
2. 3
3. 5
4. 4

#### SUPPLEMENTAL MATERIALS:

LE-Red Bk., p. 96  
KGL, p. 31  
BBSW (2), pp. 109-113  
WSW (3), pp. 43-46, 27  
C5, p. 6

### III.B. Descriptive paragraph writing

A descriptive paragraph uses details to explain or describe the main idea of a paragraph. The details should employ the use of as many senses as possible: sight, touch, sound, taste, smell.

#### TEACHING SUGGESTIONS:

1. Bring in a flower. Ask student to tell you everything he can about it.

Ex: It is red in color.  
It smells sweet.  
The petals are soft to touch.

Suggest the controlling idea of, "A flower is pleasing in many ways."

2. Bring in a picture or a post card of a scene. Ask student to imagine that he is in the scene. Ask him what he sees, smells, tastes, feels, etc.
3. Bring in several objects for a student to describe. Ask student to write a short descriptive paragraph about one of the objects.

#### ANSWERS:

1. The Rain-god of the North
2. turquoise, shell and coral
3. red and blue
4. Black and white stripes
5. Right
6. black goat's hair
7. a bow and arrow in one hand and deer bones in the other.
8. He shakes them sharply.

#### SUPPLEMENTAL MATERIALS:

KGL, p. 85  
LE-Blue Bk., p. 126  
C5, p. 6

UNIT II & III POST-TEST: SENTENCE STRUCTURE  
PARAGRAPH DEVELOPMENT

- Q 1.
- E 2.
- S 3.
- C 4.
- C 5.
- Q 6.

- 7. Hobokam built
- 8. figures were built
- 9. Corn is planted
- 10. Corn has been grown
- 11. Anasazi lived
- 12. We could have waited

- 13. a flat black face
- 14. fox-skin
- 15. white
- 16. in pigtails

- 17. a long juniper whip, a tray
- 18. a. any two of: corn, seeds  
b. bundles of sticks, tiny squares of yucca fiber

- 19. 3. Apaches often raided other Southwest tribes.
- 20. 4. Gourds grow in many shapes.



# UNIT IV

## UNIT IV - PUNCTUATION

### A.1. Use of period at end of sentence

This lesson teaches that a period is used at the end of statements and commands.

#### TEACHING SUGGESTIONS:

1. Explain again that a statement is a telling sentence, and that a command is a directing sentence. Every sentence must end with a mark. For these two sentences, the only mark to be used is the period.
2. Write some sentences on the board - questions, statements, commands. Use no punctuation. Read the sentences with the proper inflection. Ask student which sentences will have a period at the end.

#### ANSWERS:

tomatoes were first planted by Indians in the Americas. the seeds were carried back to the Old World. only the Spanish and the Italians would eat them. everyone else thought they were poison.

the Hopi Snake clan were once reptiles. they traveled in a buckskin bag. the bag hung at the end of a rainbow. where the bag fell to earth they made their home.

#### SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 9  
LE-Green Bk., p. 7  
LOL (2), p. 40  
PGLS, p. 3

#### IV.A.2. Use of period in abbreviations

An abbreviation is a short way of writing a word. Some abbreviations are written with a period. Other abbreviations are written without periods.

#### TEACHING SUGGESTIONS:

1. You must first explain what an abbreviation is. Remember that names of states in abbreviated form are not followed by periods. They are also written with two capital letters.
2. Read out loud a list of abbreviations. Have student raise his hand each time you say an abbreviation that requires a period.
3. Give students a page with several sentences containing abbreviations. Ask student to insert periods where they are required.

#### ANSWERS:

- |        |         |         |
|--------|---------|---------|
| 1. (.) | 6. X    | 11. (.) |
| 2. (.) | 7. (.)  | 12. (.) |
| 3. X   | 8. (.)  | 13. (.) |
| 4. (.) | 9. X    | 14. (.) |
| 5. (.) | 10. (.) | 15. (.) |

#### SUPPLEMENTAL MATERIALS:

BBSW (2), p. 41  
WSW (2), p. 33  
LE-Blue Bk., p. 7  
LE-Green Bk., p. 26  
LDL (4), p. 28

IV.A.3.&4. Question mark and exclamation mark used at the end of a sentence

These lessons on question marks and exclamation marks are combined. Explain that a question is an asking sentence that must end with a question mark. The command is an exclaiming sentence that must end with an exclamation point.

TEACHING SUGGESTIONS:

1. Write some questions and commands on the board. Use no end punctuation. Ask student to supply correct mark.
2. Read some commands and questions out loud. Ask student to write on her paper the correct punctuation mark for each sentence.

ANSWERS:

- |      |       |
|------|-------|
| 1. ? | 7. !  |
| 2. ? | 8. !  |
| 3. ? | 9. !  |
| 4. ? | 10. ! |
| 5. ? | 11. ! |
| 6. ? | 12. ! |
| 1. ! | 5. !  |
| ? ?  | 6. !  |
|      | 7. ?  |
|      | 8. ?  |

SUPPLEMENTAL MATERIALS:

LDL (4), p. 28  
LE-Green Bk., p. 11  
WSW (2), p. 34  
LE-Blue Bk., p. 9  
BBSW (2), p. 44  
PGLS, p. 94

#### IV.B.1. Comma in a series

A comma is used to separate items in a series. A series consists of three or more items: peaches, pears, and apples.

#### TEACHING SUGGESTIONS:

1. The teaching explanation in the workbook is very clear. Go over this with student. Read the sentences in the book aloud and ask student if he can hear you pause between the items.
2. Ask students to describe the contents of the room in writing, using commas to separate the items.

Ex: In this room I see chairs, desks, pictures, students, and books.

#### ANSWERS:

1. I own sheep, goats, and horses.
2. Yellow, red, and gold were the colors of the sunset.
3. Gifts of corn, silver, and pollen were given to the holy man.
4. The hot air, dry wind, and blowing sand made it hard to breathe.
5. I am going to visit Toas, Zia, and Acoma pueblos.
6. The trading post sold baskets, rugs, jewelry, and pottery.
7. He sold his silver ring, blanket, and horse.
8. She made stew, corn, and fry bread for the meal.
9. Frank, Tom, and Harry are going to the rodeo.
10. He traded his silver belt for turquoise, eagle feathers, and shells.
11. Beverly, Sara, and Barbara went to Flagstaff for the weekend.
12. I have friends living in Zuni, Window Rock, and Gallup.

#### SUPPLEMENTAL MATERIALS:

LDL (4), pp. 37, 38  
LE-Red Bk., p. 9, 10  
WSW (2), p. 35, 36  
LE-Blue Bk., p. 9  
BBSW (2), p. 51  
SIL (1), p. 123

IV.B.2. Comma after introductory words

A comma is used after introductory words like yes, no, well, however, or a person's name.

TEACHING SUGGESTIONS:

1. Explain what an introductory word is. Introductory words are not part of the idea of a sentence but are usually addressed to a person.
2. Often yes, or no, is used in answer to a question. Ask student a yes/no question. Have him respond using yes or no plus sentence.

Ex: Are you Hopi?  
No, I'm Apache.

Write student's answer on the board being sure to put the comma in after the introductory word.

3. Be sure to explain to students that some words like no and people's names may not be introductory words. Explain the difference.

Ex: No, I don't want to go. (No is an introductory word)  
No dogs allowed. (No is an adjective modifying dogs)  
Hank is a basketball player. (Hank is the subject)  
Hank, lend me your truck. (Hank is being addressed!)

ANSWERS:

No comma needed

- |       |       |
|-------|-------|
|       | 1. X  |
| 2. ,  | 3. X  |
| 4. ,  |       |
| 5. ,  |       |
| 6. ,  | 7. X  |
|       | 8. X  |
| 9. ,  |       |
| 10. , | 11. X |
|       | 12. X |

SUPPLEMENTAL MATERIALS:

LDL (4), p. 35, 36  
LE-Red Bk., p. 9, 10  
WSW (2), p. 35

LE-Blue Bk., p. 9  
SJL (1), p. 129-133

#### IV.B.3. Comma in dates and places

Commas are used in dates and places. A comma is used between the day and the year, or between the month and the year. A comma will also follow a year when it is written in the middle of the sentence. A comma is used between a city and state. A comma will also be used after a state when it is written in the middle of a sentence.

#### TEACHING SUGGESTIONS:

1. First, explain how to write dates. It will be easier if you do not use abbreviations.

Ex: April, 1865  
May 12, 1972  
On June 4, 1982, I graduated.

2. Explain that a comma is used to separate a city from its state. Also, a comma follows the name of a state if it is in the middle of a sentence.

Ex: Phoenix, Arizona  
Phoenix, Arizona, is my home.

#### ANSWERS:

1. The Pueblo Revolt began on August 10, 1680.
2. On June 1, 1868, the Navajos left Bosque Redondo, New Mexico, and returned to their homes.
3. In the Time of the Big Leaves, April, 1873, soldiers captured the Tonto Apaches.
4. The first meeting of the Navajo Tribal Council was held on July 7, 1923.
5. The Warm Springs Apaches were sent to the reservation in San Carlos, Arizona, in 1877.
6. The Apache leader Geronimo, died in 1909 at Ft. Skill, Oklahoma.
7. On August 18, 1846, General Kearney entered Santa Fe, New Mexico.
8. On August 3, 1948, all the pueblos in New Mexico were given the right to vote.

IV.B.3. Comma in dates and places (cont.)

1. Carla, were you born on May 18, 1949?
2. The Navajos have reservation lands in Utah, Arizona, and New Mexico.
3. The ruins of Cliff Palace, Spruce Tree, and Square Tower are located at Mesa Verde.
4. Yes, I will bring stew and beans to eat after the ceremony.
5. First Mesa, Second Mesa, and Third Mesa are all located on the Hopi reservation.
6. The Havasupai traded buckskin, salt, and red mineral paint for Hopi cloth and pottery.
7. Louis was born in Whiteriver, on July 3, 1950.
8. Tom, did you ever live in Kanab, Utah?

SUPPLEMENTAL MATERIALS:

LDL (4), pp. 35, 36  
WSW (2), p. 37  
LE-Blue Bk., p. 9  
BBSW (2), p. 60  
SIL (1), pp. 134-137



#### IV.C.1. Quotation marks

Quotation marks are used to identify the exact words a speaker utters. Only the words spoken are written within the quotation marks.

#### TEACHING SUGGESTIONS:

1. The main thing to emphasize here is that quotation marks are only placed around the exact words spoken. Write some sentences on the board that have direct quotations in them but the quotation marks left off. Ask student which words are being spoken. Place quotation marks around them.

Ex: Melvin said, "Let's go hunting."  
Daniel asked, "Who is hungry?"

2. Read some sentences aloud. Ask student to raise his hand for the sentences that require quotation marks.

#### ANSWERS:

1. "Friend Locust, are you crying because you are afraid to die?"
  2. "I do not want to die,"
  3. "I want to sing. But I will die if the Rain Cloud does not send some rain."
  4. "Have you made a song to the Rain Cloud?"
  5. "Yes," said the Locust "but I am so little that he cannot hear my song. Now, I am going to die."
  6. "Are you afraid to die, Friend Frog?"
  7. "No, I am not afraid to die," said the Frog. "but I do not want you to die. I want to hear you sing."
  8. "Let us sing together," said the Frog. "Maybe the Rain Cloud will hear us if we sing together."
- 
1. "Who carved this Kachina?" Frank asked.
  2. Susan said, "My aunt is teaching me how to dye the wool."
  3. "These jeans cost too much," Joe said.
  4. "I can ride that horse better than anyone," Pete remarked.
  5. Arlene answered, "I can make the rug for you."
  6. "Who is the fastest runner here?" Sam asked.
  7. "We are building a new hogan near the spring," Tom said to his friend.
  8. George said, "I grew up on the Salt River Reservation."

#### SUPPLEMENTAL MATERIALS:

KGL, p. 33  
LDL, (4), p. 75-76  
LE-Red Bk., p. 11  
WSW (2), pp. 47, 48

LE-Blue Bk., p. 11  
BBSW (2), p. 48  
SIL (1), pp. 138-141

# UNIT V

## UNIT V - CAPITALIZATION

### A. Use of capitals

The use of capitals will only be taught for the following: abbreviations, organizations, places, and titles of persons.

#### TEACHING SUGGESTIONS:

1. The lesson in the workbook is divided into four separate rules for capitalization. The first is about capitalizing abbreviations, such as Dr., Mr., and Mrs. when used with a name. Abbreviations of days and months are also capitalized.
2. The names of organizations and companies are capitalized. Give examples of local companies. Ask student to tell you which words should be capitalized.
3. The names of places (cities, states, countries, regions) should be capitalized. However, small words in the names of places like the, of, a are not capitalized.

Ex: State of Arizona

4. The titles of people are capitalized when the title precedes the person's name. This is basically the difference between proper and common nouns. Use the names of local people to demonstrate this difference.

Ex: Proper Nouns

Mayor Jones  
Aunt Ida

Common Nouns

the mayor of my town  
my favorite aunt

#### ANSWERS:

1. dr. Dr.
2. mon.- fri Mon.-Fri.
3. dec. Dec.
4. mr. Mr.
5. coca-cola company
6. phellps-dodge company
7. phoenix indian center
8. american cancer society
9. State of New Mexico
10. the Colorado River

V.A. Use of capitals (cont.)

11. Yuma, Arizona
  12. the Hopi Reservation
  13. chairman
  14. none
  15. grandmother
  16. doctor
- 
1. Councilman Billie, Tuba City
  2. President Ronald Reagan
  3. Flagstaff, Arizona
  4. American Heart Association
  5. Dec.
  6. Mrs. Davis
  7. United States of America
  8. Motorola Company
  9. Senator Wilson
  10. Sat. and Sun.
  11. State of California
  12. the senator from Utah

SUPPLEMENTAL MATERIALS:

- LDL (4), pp. 16-18  
LE-Red Bk., p. 3  
WSW (2), pp. 19-21  
LE-Blue Bk., p. 3  
PGLS, p. 92  
SIL (1), p. 142-145

UNIT IV & V POST-TEST: PUNCTUATION  
CAPITALIZATION

1. .
2. !
3. ?
4. .
5. !
6. ?
7. .
8. !
9. Sept.
10. Dr.
11. Mon.
12. Mrs.
13. Indian tribes in Arizona include Yavapai, Cocopah, Quechan, and Maricopa.
14. First, I'm going to ride into town.
15. Tony was born in Sacaton, Arizona, on June 17, 1955.
16. Arlene, are you from Santa Fe, New Mexico?
17. We're having beans, chili, and fry bread for lunch.
18. By 1875, most Apaches had been placed on reservations.
19. Oak Creek Canyon, Havasu Canyon, and the Grand Canyon are all in Arizona.
20. On June 23, 1984, she moved to New Mexico.
21. These people are wealthy.
22. They don't need good fortune.
23. Let them sleep.
24. They have risen early to get ahead.
25. They seek to better themselves.
26. Yuma Indian Center
27. Dr. Daves
28. State of Colorado
29. The Rev. Jesse Jackson, Phoenix
30. New Mexico
31. Tribe, Arizona
32. Phoenix College

# UNIT VI

## UNIT VI - PRACTICAL WRITING

### A. Writing a note

Writing a simple note is something most adults need to know. This lesson basically teaches the parts of a note: name, date, body, and signature.

#### TEACHING SUGGESTION:

1. Write a simple note on the board, indicating each of the parts identified above in different colored chalk. Explain what each part is and why the different parts are important.
2. Give student all the parts of a note, in a scrambled order, then have her construct it.

Ex: name: Dear Rena  
date: May 1, 1985  
body: I am coming to visit you on Thursday. Call me if you aren't going to be home.  
signature: Sally

3. Give student a situation and have him write the note.

Ex: Write your teacher a note to tell her you won't be in class next week.

Remind student to include each of the four parts of a note, described above.

#### ANSWERS:

1. Mrs. Smith
2. April 7, 1985
3. he was sick
4. Mrs. Nancy Wilson

1-4: Accept any good note. Be sure all the parts are correctly positioned.

#### SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 120  
KGL, p. 82  
BBSW (2), p. 108  
LDL (4), p. 2

## VI.B. Personal information

Filling out the information on a form or application correctly is very important. It may make a difference in getting a job or having an application accepted. Students should spend a lot of time working through this lesson in the book.

### TEACHING SUGGESTIONS:

1. The most important thing to teach here is the terminology. Be sure your student understands terms and phrases like:

last name first  
current address  
grammar (school)  
dates attended  
degree or diploma earned  
supervisor

2. Use forms from local companies and agencies. Be sure that you read the forms carefully so that you can explain any unusual words or phrases to your students.
3. Use the form; reprinted here from the federal agencies to help your students practice. Practice with this type of material at least once a week.
4. Examples of forms should be drawn on the board, perhaps in different colored chalk. Fill in with student's real information. It might be a good idea to put a small form or partial form on the board every few days. Have student practice filling it out.
5. Use the registration form from your school as a practice form for your students.
6. Employment history is very important in applying for a job. Copy one of the employment history forms from the workbook onto the board. Explain the form thoroughly to student. Tell her that it is important to fill in all spaces correctly. Use student's real job history to practice.

ANSWERS: will vary

### SUPPLEMENTAL MATERIALS:

BBSW (2), pp. 98-108  
RR, p. 95  
LDL (4), pp. 14-15, 48



FOR OFFICE USE ONLY

APPLICATION FOR  FOOD STAMPS  
 FINANCIAL ASSISTANCE  
 AFDC  GA  EA  SPP  RRP  CHEP  TC

The questions on this application pertain to everyone for whom you are applying. To begin to apply, complete this page, tear it off and give it to us. If you complete page four at the same time you complete this page, we will be able to determine the programs for which you and the members of your household may be eligible for, thus providing better service. The other pages must be completed before we can determine if you are eligible. Complete as much as possible. You may return the completed pages to us now or at the time of your interview. PLEASE PRINT CLEARLY.

Marque aqui si desea que se le envíen los formularios necesarios en Español.

YOUR NAME (Last, first, middle)			SOC. SEC. NO.	
SPOUSE'S NAME (Last, first, middle)			SOC. SEC. NO.	
RESIDENTIAL ADDRESS (No., street)	APT. NO./SPACE NO.	CITY	STATE, ZIP	
MAILING ADDRESS (If different than above)	APT. NO./SPACE NO.	CITY	STATE, ZIP	
COUNTY	PHONE NO./MESSAGE PHONE NO.			

HOW HAVE YOU BEEN SUPPORTING YOURSELF?

Yes No

Have you or any member of your household applied for, or received, an assistance check (AFDC, GA, EA, etc.) or food stamps from Arizona or from any other state? If yes,

Type of program? \_\_\_\_\_ When did you last receive benefits? \_\_\_\_\_

When did you last apply? \_\_\_\_\_ Under what name (Last, first, middle)? \_\_\_\_\_

Where (City, State)? \_\_\_\_\_ If in Arizona, which office? \_\_\_\_\_

Do you currently live in Arizona?

Do you plan to stay in Arizona?

If you reside on a reservation, do you participate in the food commodities program?

You must complete the following questions so that we can determine for which programs your household may be eligible. If your household has little or no income, you may be eligible to receive food stamps within a few days.

How many persons live in your home and eat with you (include yourself)? \_\_\_\_\_

How many other persons live in your home and do not eat with you? \_\_\_\_\_

How many dependent children live in your home? \_\_\_\_\_

Yes No

Does anyone in your household have cash, savings or money in a checking or savings account? How much? \$ \_\_\_\_\_

Has anyone in your household received any money this month? How much? \$ \_\_\_\_\_

Does anyone in your household expect to receive any money this month? How much? \$ \_\_\_\_\_ When (date)? \_\_\_\_\_

Did your household's only source of income stop recently? When (date)? \_\_\_\_\_

Is anyone in your household a migrant or seasonal farm worker?

or A. C Only. Do you have any unpaid medical bills for any of the three (3) months just before this month?  Yes  No

YOUR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

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ARIZONA INITIAL CLAIM FOR UNEMPLOYMENT INSURANCE

1. L.O. NO.	2. TODAY'S DATE MO. DAY YR.	3. PRINT YOUR NAME AS YOU NORMALLY SIGN IT	4. SOC. SEC. NO.
5. MAILING ADDRESS (No. Street, Apt. No., P.O. Box) PLEASE PRINT		CITY	ZIP CODE
6. RESIDENCE ADDRESS (No. Street, Apt. No.) PLEASE PRINT		CITY	ZIP CODE
7. PHONE NO.	8. LAST DATE OF WORK BEFORE FILING THIS CLAIM: MO. DAY YR.		9. BIRTHDATE MO. DAY YR.

10. WHY ARE YOU NO LONGER WORKING FOR YOUR LAST EMPLOYER? (CHECK (✓) THE BOX WHICH APPLIES AND WRITE THE REASON IN THE SPACE BELOW)  
 Laid Off  Quit  Discharged  Still Working Part-Time  Retired  Labor Dispute \*\*If this box is checked, deputy will complete LD-003

REASON: \_\_\_\_\_

11. LAST EMPLOYER YOU WORKED FOR BEFORE FILING THIS CLAIM (REGARDLESS OF STATE, TYPE OF WORK OR LENGTH OF JOB)

Company Name \_\_\_\_\_

Mailing Address (No., Street, P.O. Box) \_\_\_\_\_

City, State and ZIP Code \_\_\_\_\_

12. I REGISTER FOR WORK AS A(IN) (Enter Job Title)	13. OTHER NAME/SOC. SEC. NO. YOU USED IN LAST TWO (2) YEARS
--	---

\*Additional deputy action required

	YES	NO
14. Have you received or will you receive vacation, holiday or unused sick pay from your last employer?	<input type="checkbox"/>	<input type="checkbox"/>
15. Are you currently working and filing this claim to receive benefits under the Shared Work program?	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you filed an initial claim for Shared Work benefits within the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>
17. Are you receiving a pension, annuity or retirement pay?	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you worked at all since the date shown in item 8?	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you refused work or referral to work since becoming unemployed?	<input type="checkbox"/>	<input type="checkbox"/>
20. In the past 12 months have you filed an unemployment insurance claim in any state?	<input type="checkbox"/>	<input type="checkbox"/>
21. Have you been a citizen of the U.S. for the past 18 months?	<input type="checkbox"/>	<input type="checkbox"/>
22. In the past 18 months have you:		
a. Worked in federal civilian service?	<input type="checkbox"/>	<input type="checkbox"/>
b. Worked in another state?	<input type="checkbox"/>	<input type="checkbox"/>
c. Been in military service?	<input type="checkbox"/>	<input type="checkbox"/>
23. Are you required to make or do you owe court ordered child support payments?	<input type="checkbox"/>	<input type="checkbox"/>

14. PRIVACY ACT INFORMATION AND CLAIM CERTIFICATION (READ, BUT DO NOT SIGN UNTIL TOLD TO DO SO)

**A. PRIVACY ACT INFORMATION**  
 The Privacy Act of 1974 requires that you be furnished this statement because you are being asked to furnish your Social Security Account Number on the claim forms given to you. Your Social Security Number is solicited under the authority of the Internal Revenue Code of 1954 (26 U.S.C. 85, 6011(a), 6050B, and 6109(a)). Disclosure of your Social Security Number for this purpose is MANDATORY, and must be entered on the forms you submit to claim unemployment insurance. Your Social Security Number will be used to report your unemployment insurance to the Internal Revenue Service as income that is potentially taxable; it will also be used as a record index for processing your claim, for statistical purposes, and to verify your eligibility for unemployment insurance and other public assistance benefits. Should you decline to disclose your Social Security Number your claim for unemployment insurance will not be processed.

**B. CERTIFICATION**  
 I register for work and make application for unemployment insurance. I certify that I am not working or that I am on a part-time or reduced earnings basis. I am not seeking insurance under another state or federal unemployment insurance system. I have not applied for and I am not receiving a subsistence allowance for vocational rehabilitation training or a war orphans' educational assistance allowance from the Veterans Administration. I further certify that the statements made hereon for the purpose of obtaining unemployment insurance under the Employment Security Law of Arizona are true and correct to the best of my knowledge and belief. I KNOW THAT THE LAW PROVIDES PENALTIES FOR FALSE STATEMENTS IN CONNECTION WITH THIS CLAIM.

5. CLAIMANT SIGNATURE				28. DEPUTY SURNAME											
7. ETH		29. OCCUPATIONAL CODE		26. EFF. DATE		30. SEX		31. PROG. CODE		32. CLAIM TYPE		33. ES - SW		34. TRANS.	
						<input type="checkbox"/> M <input type="checkbox"/> F				<input type="checkbox"/> NEW <input type="checkbox"/> ADDITIONAL		<input type="checkbox"/> S <input type="checkbox"/> E		IT	
8. LD-TP CODE		36. HSN-TSN CODE		37. L.O. STOP		38. NO NOTICE		39.		40. CHILD SUPPORT		41.		42.	
<input type="checkbox"/> LABOR DISPUTE <input type="checkbox"/> TIME PARTIAL								<input type="checkbox"/> C							



# UNIT VII

## UNIT VII - SPELLING

### A. Spelling of days, months, and numbers

This is a simple spelling lesson that only covers days, months, and numbers. Students must memorize these items.

#### TEACHING SUGGESTIONS:

1. The only way to teach the spelling of these words is to have the students memorize them.
2. Be sure to remind student that days and months start with capital letters.
3. Be sure to remind student that some numbers are hyphenated.

Ex: forty-five

4. Dictate short spelling tests every so often using the words taught in this lesson. Have students keep track of misspelled words for extra study. Words that are misspelled consistently require particular attention.
5. Let students work in pairs, taking turns spelling words to each other.

#### ANSWERS:

- |                |                  |
|----------------|------------------|
| 1. Monday      | 5. Friday        |
| 2. Tuesday     | 6. Saturday      |
| 3. Wednesday   | 7. Sunday        |
| 4. Thursday    |                  |
| 1. January     | 7. July          |
| 2. February    | 8. August        |
| 3. March       | 9. September     |
| 4. April       | 10. October      |
| 5. May         | 11. November     |
| 6. June        | 12. December     |
| 13. eighteen   | 17. eighty-six   |
| 14. sixty-two  | 18. twenty-eight |
| 15. four       | 19. seventeen    |
| 16. forty-four | 20. thirty-nine  |

VII.A. Spelling of days, months, and numbers (cont.)

1. December
2. Wednesday
3. February
4. September
5. Forty-three

1. Monday
2. nineteen
3. sixty-six
4. July

5. February
6. fourteen
7. Saturday
8. eighty-six

SUPPLEMENTAL MATERIALS:

## VII.B. Abbreviations

An abbreviation is a short way of writing a word. The abbreviations taught in this lesson are common measurements and places.

### TEACHING SUGGESTIONS:

1. Student will have to memorize these abbreviations.
2. Be sure to point out that the abbreviations of the states are written with two capital letters and without a period.
3. To have student practice place abbreviations, read addresses aloud and ask student to write them down.

### ANSWERS:

- |          |         |
|----------|---------|
| 1. ft.   | 5. St.  |
| 2. lbs.  | 6. Ft.  |
| 3. tbsp. | 7. Ave. |
| 4. yd.   | 8. Mt.  |

- 
- |        |        |
|--------|--------|
| 1. SW  | 4. AZ  |
| 2. Ft. | 5. Ft. |
| 3. Mt. | 6. NM. |

- 
7. AZ
  8. dozen
  9. inch or inches
  10. Street
  11. Northeast
  12. Colorado

### SUPPLEMENTAL MATERIALS:

KGL, p. 11  
LE-Blue Bk., p. 52  
LE-Red Bk., p. 20  
REW (1), p. 108

### VII.C. Spelling Demons

The spelling demons taught in this lesson are words which are commonly confused. They sound alike but are spelled differently. Student must understand the meanings and be able to associate them with the correct spelling.

#### TEACHING SUGGESTIONS:

1. Go over the list of words in the student workbooks with your student. This can be done orally, or by writing them on the board.
2. Ask student to use the words in sentences (orally or written) to show that they understand the meanings.
3. Read some sentences aloud using these words. Ask student to write down the correct spelling of the word they hear.
4. Let students work in pairs drilling each other with the words in the lesson.

#### ANSWERS:

- |            |           |
|------------|-----------|
| 1. whether | 6. flour  |
| 2. tale    | 7. there  |
| 3. desert  | 8. two    |
| 4. deer    | 9. hole   |
| 5. its     | 10. stake |

- 
- |            |            |
|------------|------------|
| 1. dear    | 6. steak   |
| 2. flower  | 7. too     |
| 3. they're | 8. its     |
| 4. tale    | 9. dessert |
| 5. to      | 10. whole  |

#### SUPPLEMENTAL MATERIALS:

LE-Red Bk., p. 31  
LE-Blue Bk., pp. 70-74  
DS, p. 93  
WSW (2), p. 15  
BBSW (2), p. 128

UNIT VII POST-TEST: SPELLING

1. eighty-eight
2. ninety
3. September
4. Friday
5. fourteen
6. sixty-seven
7. Wednesday
8. fifty-five
9. ft.
10. in.
11. AZ
12. Ft.
13. SW
14. ave.
15. lbs.
16. oz.
17. whole
18. its
19. desert
20. tail
21. to
22. weather
23. They're
24. deer
25. Flour
26. steak
27. two
28. dessert