

DOCUMENT RESUME

ED 322 794

FL 800 208

TITLE Family English Literacy Network Program. Curriculum Guide.

INSTITUTION Florida International Univ., Miami. Coll. of Education.

SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE 89

CONTRACT G008635268

NOTE 247p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC10 Plus Postage.

DESCRIPTORS \*Competency Based Education; Curriculum Guides; \*Daily Living Skills; \*English (Second Language); \*Family Programs; Functional Literacy; Instructional Materials; \*Lesson Plans; Limited English Speaking; \*Literacy Education; Minimum Competencies; Second Language Instruction

IDENTIFIERS Family English Literacy Network; Florida International University

ABSTRACT

This curriculum guide, developed for the Family English Literacy Network Program, contains a competency-based lesson plans for four levels of instruction. The competencies in the curriculum represent the objectives of each lesson. The charts that are provided are arranged by broad category, lesson plan number, and sub-topic. The curriculum also cites instructional materials used in the lesson plans as well as supplementary materials. The broad categories include personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation, and employment. A unit on civics/U.S. Government is added at the fourth level. (GLR)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

# FAMILY ENGLISH LITERACY NETWORK PROGRAM

ED322794



U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
ERIC position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

D. Garcia

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)"

## CURRICULUM GUIDE

COLLEGE OF EDUCATION  
FLORIDA INTERNATIONAL UNIVERSITY

72000208

FAMILY ENGLISH LITERACY NETWORK PROGRAM

Curriculum Guide

Delia C. Garcia  
Director

Deborah J. Hasson  
Maggie M. Hernandez  
Coordinators

Lynette Galiano  
Secretary

College of Education  
Florida International University

**Acknowledgement:** The staff of the Family English Literacy Network Program would like to express their deepest appreciation to Dr. Mary T. Mahony for her guidance, encouragement and continued initiative in serving the needs of the limited English proficient population.

Special thanks to the following individuals who assisted in the creation and development of the FELN curriculum: Graciela Anrrich, Caro Krech, Jodi Reiss, Cynthia Schuemann and Wendy Wood.

This publication was prepared with funding from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) under Grant No. G008635268. The opinions expressed in this report do not necessarily reflect the positions or policies of OBEMLA or the U.S. Department of Education.

Family English Literacy Network Program  
1989

## TABLE OF CONTENTS

Introduction.....	i
<b>Preliteracy Level</b>	
Curriculum.....	P1
Lesson Plans.....	P8
<b>Level A</b>	
Curriculum.....	A55
Lesson Plans.....	A62
<b>Level B</b>	
Curriculum.....	B106
Lesson Plans.....	B114
<b>Level C</b>	
Curriculum.....	C161
Lesson Plans.....	C166
References.....	199

## INTRODUCTION

This guide contains a competency-based ESL/literacy curriculum, including correlated lesson plans for four levels of instruction. The competencies in the curriculum represent the objectives of each lesson. The charts are arranged by lesson plan number and sub-topic. The curriculum also contains the instructional materials used in the lesson plans as well as supplementary materials that provide expansion of the topics covered. All sub-topics are grouped under broad categories, among them personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation and employment. A unit on civics/U.S. government is added in Level C.

The Family English Literacy Network project has adopted a competency-based approach to ESL/literacy instruction which emphasizes survival English skills for parents of limited English proficient children who also possess limited English language skills. Utilizing life skills competencies from the Comprehensive Adult Student Assessment System (CASAS) as a base, project staff has developed a curriculum that encompasses, in four levels, various topics that make adapting to a North American community less difficult. A spiral approach is utilized across the levels, so that many topics overlap and are treated in varying degrees of depth.

A variety of competency-based textbooks is utilized within each level. In most of the lesson plans, more than one text is suggested to allow for maximum exposure to differing language forms. The use of realia and authentic materials enhances the texts and promotes improved communication and application in real-life situations. In the lesson plans, assorted activities are emphasized. Group and pair work are encouraged to increase student-to-student interaction and also to provide instructors with an opportunity to work with students on a more individual basis. Additionally, the use of role plays and simulations enables students to encounter real life situations in the classroom.

Level A provides basic information and the vocabulary necessary for functioning within the community at a minimal level. The eight broad topics for this level are: personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation and employment. The lesson plans cover specific details related to these, such as telling time, dealing with money, locating items in the supermarket, describing articles of clothing, types of housing, and transportation schedules and fares. The main textbooks for Level A are English for Adult Competency I, Lifelines 1 and Expressways 1.

The content of Level B builds upon the material presented in Level A. Thus, the broad topics for Level B are also: personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation and employment. The lesson plans cover telephone skills, comparison shopping, exchanging clothing items, home maintenance and repairs, emergencies, road maps, driver's licenses and job applications. The textbooks that are primarily utilized in Level B are English for Adult Competency II, Expressways 2, Lifelines 2-3 and Building Real Life English Skills.

Level C, the most advanced level, provide the most in-depth content in the spiral. A few of the broad topics from the previous levels are eliminated, and a new one is added. Therefore, for Level C, the broad topics covered are: personal identification and communication, money and banking, food and shopping, health, transportation, employment and civics/U.S. government. Lesson plans include writing thank you notes, invitations and resumes, using recipes, applying for bank loans, buying a car, and an income tax overview, as well as information about the process of becoming a citizen and voting. The main textbooks are Expressways 2, Lifelines 4, Building Real Life English Skills and Lifeskills and Citizenship.

The Preliteracy Level explores a content of a more general nature. Lesson plans in this level assume little or no literacy skills in the native language. Oral skills should develop on the par with a low Level A. Personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation and employment are the broad topics in this level. Careful attention is given to readiness skills in reading and writing (please see attached outline, p. iv), and reinforcement of visual discrimination is encouraged in every lesson. The main textbooks for this level are: Basic English for Adult Competency, A New Start-Student's Book and Literacy Workbooks 1 and 2, Passage to ESL Literacy and Survival English. It is suggested that students use transparencies and washable ink marking pens with the workbooks for exercises on assigned pages. This way students can practice copying and writing the assignment several times and feel comfortable with it before writing the final version in the workbook.

Each level of ESL/literacy instruction is designed to cover a sixty-five to seventy hour cycle of training. Ten to twenty hours are devoted to a separate parenting and school involvement component, which can be given in the native language or in a bilingual format, as was done in this project. These sessions have been tailored for local parents of limited English proficient children in Dade County, Florida but are generic enough to be utilized for

parents of other school districts. Masters for transparencies and handouts employed for this component are available upon request.



## LITERACY READINESS

- I. Visual Discrimination
  - A. Understanding concept of same and different.
  - B. Match two or more objects which are the same.
  - C. Distinguish between objects of the same color and size.
  - D. Distinguish which one is different.
- II. Directionality
  - A. Familiarization with left-to-right progression.
  - B. Point to correct picture as story is told.
  - C. Sequence them from left to right as story is told.
  - D. Given a symbol, mark the same symbol
  - E. Make a series of strokes in a left-to-right sequence and produce straight and curved lines following an example.
  - F. Produce lines of uniform length and spacing and properly orient strokes to ruled lines on paper.
- III. Sequencing
  - A. Familiarization with sequencing from top to bottom.
  - B. Complete a picture sequence in order from top to bottom.
- IV. Alphabet and Letter Recognition
  - A. Identifying Letters
    - 1. Say the letters of the alphabet.
    - 2. Identify capital and lower case letters.
  - B. Reading/Spelling Letters
    - 1. Read/spell letter names.
    - 2. Spell name and address.
  - C. Writing Letters
    - 1. Copy letters.
    - 2. Take letter dictation.
  - D. Recite the Letters in Order.

V. Number Identification

A. Identifying Numbers

1. Count objects, pictures and symbols from 0-10.
2. Point to the correct number as the number is spoken.
3. Match a given number of objects or pictures with the correct written number.
4. Sequencing numbers from 1-10.

B. Reading Numbers

1. Read numbers as written numerals, i.e., 1, 2, 3.
2. Read telephone number, house numbers, apartment number, zip code, social security number, alien registration number and birthdate.

C. Writing Numbers

1. Copy numbers.
2. Take number dictation.

VI. Basic Sight Words

A. Read by sight the following words requiring numbers as responses on forms:

1. Telephone Number
2. House Number
3. Apartment Number
4. Zip Code
5. Date
6. Social Security Number
7. Birthdate

B. Read by sight the following words used on forms

1. First Name
2. Last Name
3. City and State

C. Read orally name and address.

D. Read and mark appropriately on a form

1. Male/Female
2. M/F
3. Mr./Mrs./Ms./Miss

VII. Form Language:

A. Copy hand-printed words from chalkboard and from a second sheet of paper.

- B. Identify basic components of simple form.
- C. Write the following personal information upon request:
1. First Name
  2. Last Name
  3. Address
  4. City & State
  5. Zip Code
  6. Birthday
  7. Telephone Number
  8. Social Security Number
  9. Date
- D. Complete a simple form with correct personal information.

# LEVEL P

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

COMPETENCIES	LESSON PLANS Number Subtopic	VOCABULARY/EXPRESSIONS	INSTRUCTIONAL MATERIALS
Initiate and respond to greetings and leavetakings.	1 Greetings and Introductions	Hello/Hi How are you? Fine, and you? Not bad/okay	A New Start-Student's Book, pp. 1-2 (cassette optional) English for Adult Competency I, p. 3 Expressways Foundations, pp. 2-3 Survival English, p. 3 A New Start-Literacy Workbook 1, pp. 1-4, 9, 11 Passage to ESL Literacy, pp. 10-11
Introduce oneself and/or a friend to someone else.		What's your name? My name is _____. I'm _____. This is my friend _____. This is my friend. His/Her name is _____.	
Learn the names and at least one other piece of information about everyone in the class.		(I'm) Pleased/happy to meet you. Where are you from? How long have you been here? I'm from _____. I've been here for _____.	
Practice visual discrimination of shapes and lines.			
Produce a series of downward strokes and vertical letters in a left-to-right sequence.			
Copy letters.			
Write first and last names.			
Recite the alphabet in order.	2 Personal Information Alphabet	Alphabet	A New Start-Literacy Workbook 1, pp. 3, 5-6, 10, 12 Passage to ESL Literacy, pp. 12-13, 31 Basic English for Adult Competency, pp. 2-4 Survival English, pp. 17, 19-20
Ask for and give correct spelling of first and last names.		What is your _____? (First name) (last name)	
Practice visual discrimination of curved lines and letters.			
Produce a series of curved strokes and letters in a left-to-right sequence.			
Copy letters.			
Take letter dictation.			

<u>COMPETENCIES</u>	<u>LESSON PLANS</u>		<u>VOCABULARY/EXPRESSIONS</u>	<u>INSTRUCTIONAL MATERIALS</u>
	Number	Subtopic		
<p>Recite the numbers 1-10.</p> <p>Count objects, pictures and symbols from 1-10.</p> <p>Match a given number of pictures/objects with the correct number.</p> <p>Ask for and give telephone numbers, addresses, zip codes and social security numbers.</p> <p>Distinguish between lowercase and capital letters.</p> <p>Copy telephone numbers, addresses and zip codes.</p> <p>Read by sight the following words found on forms: name, first, last and middle.</p>	3	Personal Information Numbers	<p>Numbers 1-10</p> <p>Basic sight words: name first last middle</p>	<p>A New Start-Literacy Workbook 1, pp. 7-8, 13-23, 26-28</p> <p>Passage to ESL Literacy, pp. 2-4, 14-15</p> <p>Basic English for Adult Competency, pp. 5-6, 9-10</p> <p>Survival English, pp. 22-23</p>
<p>Read by sight words requiring numbers as responses on forms.</p> <p>Identify family relationships.</p> <p>Identify the months of the year and the days of the week.</p> <p>Count by tens up to one hundred.</p> <p>Write dates upon request.</p>	4	Family and Calendar Time	<p>Words on forms requiring numbers as responses</p> <p>Family members</p> <p>Numbers: 11-19, 20, 30, 40, 50, 60, 70, 80, 90, 100</p> <p>Days of the week</p> <p>Months of the year</p>	<p>Basic English for Adult Competency, pp. 12-13, 19-20</p> <p>Survival English, pp. 30-32, 34, 47-49</p> <p>A New Start-Literacy Workbook 1, pp. 41-60</p> <p>A New Start-Student's Book, pp. 13-14</p>
<p>Identify and read time from a face clock.</p> <p>Read time from a digital clock.</p> <p>Read and understand store hours on a sign.</p>	5	Clock Time	<p>Numbers (1-60);</p> <p>What time is it? ___ o'clock                   ___ thirty                   ___ fifteen                   ___ forty-five</p> <p>Hours on a sign.</p>	<p>A New Start-Student's Book, p. 66</p> <p>A New Start-Literacy Workbook 2, pp. 20, 23-29</p> <p>Basic English for Adult Competency, pp. 23-24, 41-42</p> <p>Survival English, p. 225</p> <p>Telling Time Bingo</p>

2.0 TOPIC: MONEY AND BANKING

COMPETENCIES

LESSON PLANS  
Number Subtopic

VOCABULARY/EXPRESSIONS

INSTRUCTIONAL MATERIALS

Identify coins and bills by name.

6 Counting Money and Making Change

Money Vocabulary:  
penny nickel  
half-dollar dime  
quarter  
(a) one (a) five  
(a) ten (a) twenty

A New Start-Student's Book, pp. 7-11  
A New Start-Literacy Workbook 1, pp. 29-33, 35-38  
Basic English for Adult Competency, pp. 30-32

Count out bills and coins.

Recognize different ways of writing monetary values.

Make change with currency.

Use different combinations of currency to make up a dollar, also different combinations of bills to make up different values.

Practice addition and subtraction skills required in making change.

Do you have change for a dollar?  
Do you have change for a quarter?

3.0 TOPIC: FOOD AND SHOPPING

Identify the most common foods.

7 The Supermarket

Fruits and Vegetables:  
eggs coffee cookies  
bananas apples oranges  
grapes fish chicken  
cabbage onions carrots  
cucumbers meat rice  
lettuce tomatoes melons  
mushrooms milk bread

Basic English for Adult Competency, p. 28-29  
A New Start-Student's Book, p. 21  
A New Start-Literacy Workbook 1, pp. 69-76

State food preferences.

I like/don't like \_\_\_\_\_.  
I eat/don't eat \_\_\_\_\_.  
I buy/don't buy \_\_\_\_\_.

Do you like \_\_\_\_\_?  
Eat a/an/one \_\_\_\_\_.  
Have a/an/one \_\_\_\_\_.

Ask for food using common weights, measures and container sizes.

8 Going Shopping

bag can  
pound = lb. quart = qt.  
gallon = gal. pint = pt.  
ounce = oz. dozen = doz.

Basic English for Adult Competency, pp. 29, 33, 35  
A New Start-Literacy Workbook 1, pp. 103-105  
Real-Life English, Pre-Literacy Workbook, pp. 21-23  
Passage of ESL Literacy, pp. 153, 157-158

Request and interpret information and/or directions to locate consumer goods.

Where is/are the \_\_\_\_\_?  
How much does it weigh?  
How much does it cost?  
How much is it/are they?

Ask for and read prices.

<u>COMPETENCIES</u>	<u>LESSON PLANS</u>		<u>VOCABULARY/EXPRESSIONS</u>	<u>INSTRUCTIONAL MATERIALS</u>
	Number	Subtopic		
Recognize and read signs found in stores and on the street.  Request information about location.	9	Location/Signs	In stores: Up/Down Push/Pull Elevator Stairs  On the street: In/Out Entrance/Exit	A New Start-Literacy Workbook 1, pp. 95-100 A New Start-Student's Book, p. 30
Identify men's and women's restroom signs.  Differentiate between hot and cold water taps.	10	Restroom Signs	Male/Female M/F Hot/Cold (H/C)	A New Start-Student's Book, p. 16 A New Start-Literacy Workbook 1, pp. 61-64

#### 4.0 TOPIC: CLOTHING

Identify the most common articles of clothing.  Describe clothing in terms of color, fabric and size.  Ask for items in a clothing store.	11	Describing Articles of Clothing	Clothing: shirt t-shirt blouse pants jeans dress shoes skirt sandals coat slacks jacket sweater shorts  long small medium short large  What's he/she wearing? He/She is wearing _____.	Basic English for Adult Competency pp. 62-65; A New Start-Student's Book, p. 25; A New Start-Literacy Workbook 1, pp. 85-92; Real-Life English, Pre-Literacy Workbook, pp. 26-29.
---	----	---------------------------------	---	--

#### 5.0 TOPIC: HOUSING

Identify different types of houses.  Identify rooms in a house.  Identify items of furniture that go in different rooms.	12	Types of Houses, Rooms and Furniture	Types of Houses: house apartment condominium town house mobile home = trailer  Rooms: bedroom bathroom living room kitchen dining room  Furniture	English for Adult Competency I, p. 88 Basic English for Adult Competency pp. 56-57; Survival English, pp. 178, 180, 183, 187, 196-197, 200-201
--	----	--------------------------------------	---	--



6.0 TOPIC: HEALTH

<u>COMPETENCIES</u>	<u>LESSON PLANS</u>		<u>VOCABULARY/EXPRESSIONS</u>	<u>INSTRUCTIONAL MATERIALS</u>	
	Number	Subtopic			
Identify the basic parts of the body.	13	Parts of the Body and Common Pains	Face: eyes nose hair neck arm leg foot	ears mouth cheek throat back hand knee	Basic English for Adult Competency, pp. 38-40
Identify common aches and pains.			headache sore throat earache	stomachache fever	
Identify information necessary to make or keep medical appointments.	14	Making Appointments	Making Appointments over the Telephone		Basic English for Adult Competency, pp. 41-44
Read and identify the following components of an appointment card: doctor's name, date and time of appointment.			Appointment Cards: doctor's name appointment time and date		A New Start-Literacy Workbook 2, p. 58 Survival English, pp. 99 Appointment Cards

7.0 TOPIC: TRANSPORTATION

Identify and use necessary medications.	15	Medicine	Types of Medicine: pills capsules tablets syrup drops		A New Start-Literacy Workbook 2, pp. 65-73 A New Start-Student's Book, p. 97
Interpret medicine labels.			Teaspoon as needed twice "every 'x' hours"	Tablespoon bedtime before hours"	meals once after
Interpret product label directions, warnings, danger signs and symbols.					

COMPETENCIESLESSON PLANS  
Number SubtopicVOCABULARY/EXPRESSIONSINSTRUCTIONAL MATERIALS

Identify common means of transportation.

16 Street and Traffic Signs

Getting around:  
walk  
drive a car  
ride a bicycle  
take the bus  
take the train  
ride the subway

airplane  
boat  
van  
truck

A New Start-Literacy Workbook 1, pp. 77-84  
Basic English for Adult Competency, pp. 49-50, 52-53  
Pictures of Cars, Bicycles, and Trains

Recognize common signs found in the street.

Follow simple directions.

Common Signs:  
No Left Turn  
No Right Turn  
Walk  
Don't Walk  
Stop  
Bus Stop

Directions:  
stop           turn left  
go             turn right

**8.0 TOPIC: EMPLOYMENT**

Identify basic components of a simple form.

17 Filling Out Forms

Parts of a Form:  
Male/Female, M/F,  
Mr. Mrs.  
Ms. Miss

Survival English, pp. 24-26  
A New Start-Literacy Workbook 2, pp. 30-41  
A New Start-Student's Book, p. 15  
Basic English for Adult Competency, pp. 14, 16-18

Read by sight words used on forms.

Read and mark appropriately on a form: male/female, M/F, Mr./Mrs./Ms./Miss.

Write personal information upon request.

Complete a simple form with correct personal information.

COMPETENCIESLESSON PLANS  
Number    SubtopicVOCABULARY/EXPRESSIONSINSTRUCTIONAL MATERIALS

Name common occupations.  
Identify general duties associated with common occupations.  
Describe the type of work done in the past (native country or United States).  
Interpret and complete job application forms (simple).

18    Types of Jobs

Common Jobs:  
job = occupation    soldier  
firefighter    nurse    clerk  
waiter    doctor    waitress  
fisherman    student    housewife  
policewomen    welder    mechanic  
cook    farmer    gardener

What's his/her/your occupation?  
What's his/her/your job?  
He's/She's/I'm a \_\_\_\_\_.  
In my country I was a \_\_\_\_\_.  
I'm a \_\_\_\_\_ now.

Basic English for Adult Competency, pp. 68-69  
Passage to ESL Literacy, pp. 99-106  
A New Start-Literacy Workbook 2, pp. 42-44  
A New Start-Student's Book, p. 70

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (1)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVE: 1) to initiate and respond to greetings and leavetakings;  
2) to introduce oneself and/or a friend to someone else;  
3) to learn the names and at least one other piece of information about everyone in the class;  
4) to practice visual discrimination of shapes and lines;  
5) to produce a series of downward strokes and vertical letters in a left-to-right sequence;  
6) to copy letters;  
7) to write first and last names.

CONTENT: 1) greetings: hello/hi  
How are you?  
Fine, and you?  
not bad/okay

2) leavetakings: good-bye/'bye  
see you later  
see you tomorrow

3) introductions: My name is \_\_\_\_\_./  
I'm \_\_\_\_\_.  
(I'm) Pleased/happy to meet you.  
I'm from \_\_\_\_\_.  
I've been here for \_\_\_\_\_.  
This is my friend \_\_\_\_\_.  
Where are you from?  
How long have you been here?  
What's your name?

4) concept of same/different with shapes and lines of differing size and appearance.

PROCEDURE. 1) Teacher introduces him/herself and goes around the room asking students for their names and exchanging greetings. Have

students introduce themselves to their neighbors using the chain method and exchanging personal information.

- 2) Go over a short dialog of greetings or introductions (EACI, p. 3; ANS-SB, pp. 1-2; SE, p. 3; or EXP-F, pp. 2-3). Read aloud several times. Have them repeat line by line, until they begin to feel comfortable with it. Divide the class in half and have each side take a role. Practice in this manner once or twice and then ask for two rows to do the same. Ask pairs of students to volunteer to act out the conversation on a one-to-one basis. Have everyone try this at least once.
- 3) Go over the concept of "same" by using concrete objects such as two books, two pencils, two pens, etc. Draw pairs of shapes on the board. It may also be helpful to have cardboard cutouts or large flashcards of circles, triangles, squares and other different shapes. Have students answer the question "Is it the same?" Do this with shapes, lines and curves that are the same.
- 4) Once they understand this, erase the board and put up two shapes that are different, e.g. a square and a circle. The answer to the question should now be "no". Practice with different shapes and lines that are different. This can be done on the board with drawings or by showing and/or taping up flashcards.
- 5) For individual practice have students place a blank transparency or whatever page of the book they are working on and use a washable marking pen to complete the exercise. By using a transparency, students can work on an exercise more than one time. Shape discrimination exercises are found on pp. 10-11 of PESL and pp. 1-4 of ANS-L1.
- 6) Teacher demonstrates various downward strokes (straight and diagonal) in the air, using hand and arm motions. Students should imitate the action. Teacher then makes similar strokes on the board. Students can take turns going up to the board and imitating. This can be practiced at the students' seats as well. Draw horizontal guidelines on the board and demonstrate the alignment of strokes within them, allowing for proper spacing. Have volunteers go to

the board to practice. Students should be given extra-wide ruled paper to use at their desks. Make sure they practice going from left to right across the page.

- 7) Write the letters E, F, H, I, L and T on the board to show how they are formed. Have students trace them on a transparency for the exercise on p. 9 of ANS-L1. Once they have traced the letters, they should copy them onto the lines provided. Students can work in pairs or groups of three to do these exercises. Do the same for A, M, N, V, W, X, and Y on p. 11.
- 8) While they work on the exercises go to each student individually and write out their names in large block letters for them to trace and copy.

INSTRUCTIONAL MATERIALS: A New Start-Student's Book, pp. 1-2 (cassette optional); English for Adult Competency I, p. 3; Expressways Foundations, pp. 2-3; Survival English, p. 3; A New Start-Literacy Workbook 1, pp. 1-4, 9, 11; Passage to ESL Literacy, pp. 10-11; flashcards and cutouts of different shapes; extra-wide ruled paper; transparencies and washable ink marking pens.

- EVALUATION:
- 1) oral conversation including greeting and leavetaking (introduction optional);
  - 2) visual discrimination of shapes:
    - a) in PESL, pp. 10-11: 4 out of 5 correct on either page;
    - b) in ANS-L1, pp. 1-4: 5 out of 6 correct on any page.
  - 3) written production:
    - a) downward strokes aligned across a page;
    - b) vertical letters on pp. 9 and 11 of ANS-L1.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (2)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information/Alphabet

INSTRUCTIONAL OBJECTIVE: 1) to recite the alphabet in order;  
2) to ask for and give correct spelling of first and last names;  
3) to practice visual discrimination of curved lines and letters;  
4) to produce a series of curved strokes and letters in a left-to-right sequence;  
5) to copy letters;  
6) to take letter dictation.

CONTENT: 1) alphabet and spelling of names;  
2) requesting/giving personal information:

What is your \_\_\_\_\_?  
(first name)  
(last name)

PROCEDURE: 1) Review greetings and introductions. Go around the room so that everyone has a chance to speak. Go over first/last/middle names. Explain how Americans only use one last name, especially women, who usually use their husband's last names, dropping their maiden names. Read aloud the short dialogs on p. 17 of SE. Have students repeat, line by line, and then practice with a partner. BEAC, pp. 2-4, can also be used for working with first and last names.

2) Go over the alphabet and have students repeat, letter by letter. Pick a student and ask for his/her name. Write it up on the board and spell it. Have the class repeat. Do this until everyone's name is on the board and has been spelled out by the entire class. Pair students off and have them ask each

other for their first and last names including spelling. They can use the dialog on p. 19 of SE as a model.

- 3) Work on visual discrimination by reviewing shapes, lines and curves with flashcards and/or the exercises in ANS-L1. Turn to pp. 5-6 in ANS-L1 and have students work on the circling exercise. Similar exercises can be found on pp. 12-13 of PESL.
- 4) Review p. 3 of ANS-L1 before having students practice writing curves. Begin with circles (the letter "o"), then move to semi-circles (the letter "c", the backward one "o" and the letter "u"). They should write rows of these, both capital and lower case so that they practice size differences. Show students flashcards with these shapes to practice visual discrimination as well as writing.
- 5) Put the letters K, Z, O, Q, C, and G on the board to show how they are formed. Turn to the exercise on p. 10 of ANS-L1 and have students use their transparencies and marking pens to trace and copy the letters. Do the same for U, J, S, D, P, R and B on p. 12. PESL begins writing exercises on p. 31, using capital and lower case letters. Have students work on this page using their transparencies. SE, pp. 20-21, provides additional letter writing practice.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1,  
pp. 3, 5-6, 10, 12;  
Passage to ESL Literacy, pp.  
12-13, 31;  
Basic English for Adult Competen-  
cy, pp. 2-4;  
Survival English, pp. 17, 19-20.

- EVALUATION:
- 1) oral production of at least two items of personal information (e.g., first/last name or spelling of either) upon request;
  - 2) visual discrimination of lines and curves:
    - a) in ANS-L1, pp. 5-6: 7 out of 9 correct on either page;
    - b) in PESL, pp. 12-13: 8 out of 10 on either page.
  - 3) written production:



- a) curved strokes aligned across a page;
- b) curved letters on pp. 10 and 12 of  
ANS-L1.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (3)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information/Numbers

INSTRUCTIONAL OBJECTIVE:

- 1) to recite the numbers 1-10;
- 2) to count objects, pictures and symbols from 1-10;
- 3) to match a given number of pictures/objects with the correct number;
- 4) to ask for and give telephone numbers, addresses, zip codes and social security numbers;
- 5) to distinguish between lower case and capital letters;
- 6) to copy telephone numbers, addresses and zip codes;
- 7) to read by sight the following words found on forms: name, first, last and middle.

CONTENT:

- 1) numbers 1-10;
- 2) visual discrimination of upper and lower case letters;
- 3) addresses, telephone numbers, zip codes and social security numbers;
- 4) basic sight words found on forms: name, first, last and middle.

PROCEDURE:

- 1) Review spelling of names before introducing numbers (1-10) orally. Have students repeat each one several times. It might be helpful to hold up objects (e.g., books or pencils) or put groups of marks or shapes on the board to assist in the counting process. As students repeat the numbers, write them up on the board to help in the counting process. Ask students questions relating to numbers, for example, how old they are, what their addresses and telephone numbers are, and so on.
- 2) Have students work on visual discrimination exercises. Review previous work before going

on to ANS-L1, pp. 7-8 and PESL, pp. 14-15. The PESL exercises focus specifically on the distinction between lower case and capital letters.

- 3) Going back to numbers, turn to the exercises in ANS-L1, pp. 18-19. Have students work on these pages using their transparencies and marking pens. Go over the counting exercise on p. 20, having the class count the number of dots in each group out loud. Have students work on pp. 2-4 of PESL, circling the correct answers and practicing their writing of numbers. ANS-L1, pp. 21-22 provide students an opportunity to read, trace and copy the numbers 1-10, while p. 23 has an additional counting exercise for reinforcement.
- 4) Turn to p. 22 of SE for a dialog concerning asking for and giving certain information, such as addresses and telephone numbers. Have students repeat and practice the dialog before turning to the model on p. 23. Have them work with a partner and take turns asking for and giving the desired information. For additional address writing practice, turn to BEAC, pp. 5-6 and 9-10. Telephone and social security number writing exercises can be found on pp. 26-28 of ANS-L1.
- 5) To begin facilitating recognition of basic sight words found on forms, turn to p. 13 of ANS-L1. Have students read, trace and copy the word name, then circle it and finally read it in form format so that they can write out their names. Repeat the procedure with first, last and middle on pp. 14-16. Have students finish by filling out the sample forms on p. 17.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1, pp. 7-8, 13-23, 26-28;  
Passage to ESL Literacy, pp. 2-4, 14-15;  
Basic English for Adult Competency, pp. 5-6, 9-10;  
Survival English, pp. 22-23.

EVALUATION: 1) oral production of correct address and telephone;

- 2) visual discrimination of capital and lower case letters and basic sight words:
  - a) in PESL, p. 14: 8 out of 10 correct;
  - b) in ANS-L1, pp. 18-19: 7 out of 9 correct;
  - c) in ANS-L1, pp. 13-16: 4 out of 5 and 2 out of 3, where applicable.
  
- 3) counting and matching exercises:
  - a) in ANS-L1, p. 23: 8 out of 9 correct;
  - b) in PESL, p. 2: 7 out of 9 correct;
  - c) in PESL, p. 4: 7 out of 8 correct.
  
- 4) written production:
  - a) in ANS-L1, pp. 21-22 and PESL, p. 3: numbers;
  - b) in ANS-L1, pp. 26-28: telephone and social security numbers;
  - c) in ANS-L1, p. 17: correct filling in of first, middle and last names.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (4)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Family and Calendar Time

- INSTRUCTIONAL OBJECTIVE:
- 1) to read by sight words requiring numbers as responses on forms;
  - 2) to identify family relationships;
  - 3) to identify the months of the year and the days of the week;
  - 4) to count by tens up to one hundred;
  - 5) to write dates upon request.

- CONTENT:
- 1) words on forms requiring numbers as responses:

telephone number	house number
apartment number	zip code
social security number	age
  
  - 2) family members:

mother	sister	grandfather	child/-ren
father	brother	grandmother	grandchild/-ren
son	aunt	grandson	cousin
daughter	uncle	granddaughter	husband/wife

Are you married? single?  
Do you have children?  
How old are they?  
I'm married/single/divorced/widowed.
  
  - 3) numbers: 11-19, 20, 30, 40, 50, 60, 70, 80, 90, 100
  
  - 4) days of the week:

today	Monday	Saturday
tomorrow	Tuesday	Sunday
yesterday	Wednesday	
last week	Thursday	
next week	Friday	
  
  - 5) months of the year:

January	May	September
February	June	October

March            July            November  
April            August        December

When is your birthday?  
When were you born?

- PROCEDURE: 1) Personal information is put together in a simple form on p. 54 of ANS-L1. Students should be able to fill it out with their own personal information. The following pages give additional items, such as city and state, so that students can write a complete address. Have them work on pp. 55-59 to practice visual discrimination, copying and writing.
- 2) Introduce the subject of family members by asking students personal questions about marital status and children. Show a picture of the family (BEAC, p. 20 can be copied onto a transparency) and see if students can identify the members. Turn to p. 31 of SE and read the dialog aloud once or twice, then line by line with students repeating. Write the words married and widowed on the board and have students spell them out. Turn to the next page and repeat the procedure, this time writing single and divorced on the board. Have them ask each other questions about their families: Who lives in your house? Who lives with you? Briefly go over regular plurals with -s and the irregular -ren.
- 3) Ask if students know what day it is. Go over the days of week, and also introduce today, tomorrow and yesterday. Have them repeat each day several times. Once they are familiar with the vocabulary. Ask them questions:

What's today? tomorrow?  
What was yesterday?  
What days do we have class? etc.

More samples of these can be found on p. 48 of SE. Turn to p. 42-45 in ANS-L1. Have students read, trace and copy the days of the week and their abbreviations. The matching and visual discrimination exercises on these pages should be done as well. Once they have practiced writing all the abbreviations, they should go back to p. 41 and fill in the top

of the calendar and do the matching exercise on p. 46.

- 4) Practice the numbers 11-19. Write the numerals on the board for recognition. Have students repeat. Quiz them by pointing to a number and having them identify it. Repeat this for the tens digits. Show them flashcards of the numbers for identification. Have them write out rows of the numbers studied in their notebooks. Show students how to combine 1-9 with the tens digits they just learned to come up with the rest of the numbers. This may have to be reviewed several times in subsequent classes. Higher numbers may be practiced by asking students how old they are. Have them practice tracing and copying the numbers on pp. 29-30 of ANS-L1. More number writing practice can be found on p. 46 of SE.
- 5) Turn to the conversation on p. 30 of SE and read, line by line, with students repeating. Write Bob's date of birth on the board. Ask different students for their birth dates and write these up as well. Go over the months of the year orally and then have students copy them in order. Practice spelling them as well. Turn to pp. 47-53 in ANS-L1 for practice in tracing and copying the abbreviations for the months, and have students do the visual discrimination and matching exercises on these pages. Do the abbreviations exercise on p. 13 of ANS-SB. Go over writing dates (long and short forms) emphasize M-D-Y order. Give a short (five or six dates) dictation to assure mastery of these forms.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 12-13, 19-20;  
Survival English, pp. 30-32, 34, 47-49;  
A New Start-Literacy Workbook 1, pp. 41-60;  
A New Start-Student's Book, pp. 13-14.

- EVALUATION: 1) oral production: days of the week;  
months of the year.
- 2) visual discrimination:  
a) in ANS-L1, pp. 44-45: correct under-

- lining and circling of appropriate items;
  - b) in ANS-L1, pp. 49-51: correct underlining and circling of appropriate items;
  - c) in ANS-L1, pp. 55-56, 58: correct underlining and circling of appropriate items.
- 3) matching exercises:
- a) in ANS-L1, p. 46: 7 out of 7 correct;
  - b) in ANS-L1, p. 49. 5 out of 5 correct;
  - c) in ANS-L1, p. 51: 4 out of 4 correct;
  - d) in ANS-L1, p. 53: 3 out of 3 correct.
- 4) written production:
- a) in ANS-L1, pp. 57-60: basic personal information;
  - b) days of the week;
  - c) months of the year;
  - d) date dictation.



FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (5)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Clock Time

INSTRUCTIONAL OBJECTIVES: 1) to identify and read time from a face clock;  
2) to read time from a digital clock;  
4) to read and understand store hours on a sign.

CONTENT: 1) numbers (1-60);  
2) what time is it? \_\_\_ o'clock  
                              \_\_\_ thirty  
                              \_\_\_ fifteen  
                              \_\_\_ forty-five  
3) hours on a sign.

PROCEDURE: 1) Start the lesson by asking what time the class begins and ends. Then ask what time it is at that particular moment. Some students may already know how to tell time in English, but many will not. Draw a clock on the board. Fill in the numbers, but do not draw hands or indicate a particular time. Starting at midnight (12:00), point to each hour and have students repeat (e.g., one o'clock, two o'clock,...) until noon is reached. The hours between midnight and noon are indicated by "a.m." and those between noon and midnight by "p.m." Go back to the 12 and have students count out the minutes by fives. Go over the tens (20, 30, etc.) if they do not already know them.

2) Turn to p. 23 of BEAC and point to the first clock. Ask different students what time is indicated there. Repeat for the next five examples. Have students do the matching exercise on the bottom of the page. Go over the same procedure for pp. 24 and 41-42.

- 3) Review numbers by writing a series of them on the board and having different students identify them. Have students go up to the board in small groups and dictate three or four numbers for them to write down. Have students look at p. 20 of ANS-L2. Go over the times in the left-hand column. Have students repeat (e.g. one o'clock, one-thirty, seven forty-five, etc.) Have them circle the matching time and then practice saying the other choices aloud. Work on pp. 23-29 of ANS-L2 for additional practice.
- 4) Draw a circle clock on the board. Ask students when they do certain activities (e.g., eat meals, go to work or school, etc.) and have them go up to the board and fill in the time. They can ask each other these and similar questions to practice asking for and giving information. At different intervals in the class, ask what time it is and have different students respond.
- 5) Turn to p. 225 of SE. Read the conversation aloud with students repeating. Divide the class in two; have one half take the part of (A) and the other read (B). Then have different pairs of students take turns. Go over the bank hours sign and have students answer the questions on the bottom of the page. Go over the hours on the sign on p. 66 of ANS-SB. Have students complete the bottom of the page by drawing the times on the clocks.
- 6) Play Telling Time Bingo. Hand each student a card and several chips. Shuffle the cards that have the time written on them and place them face down. Pick one card. Call out the time. Students who have a match should put a chip on their card. The first student to cover all the clocks wins. The winner should draw his/her card's clocks on the board and identify the time indicated by each. A small prize (e.g., a free Coke at break time, or a candy bar the next class) can be given if the instructor so desires. The game can be played again if the students need more practice with telling time.

INSTRUCTIONAL MATERIALS: A New Start-Student's Book, p. 66;  
A New Start-Literacy Workbook 2,

pp. 20, 23-29;  
Basic English for Adult Competen-  
cy, pp. 23-24, 41-42;  
Survival English, p. 225;  
Telling Time Bingo.

- EVALUATION:
- 1) oral production: give the correct time upon request;
  - 2) written production:
    - a) write the correct times for the clocks on p. 29 of ANS-L2;
    - b) draw the corresponding store hours on the clocks provided, ANS-SB, p. 66.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (6)

LEVEL: P

UNIT TOPIC: Money and Banking

TOPIC FOR THIS LESSON: Counting Money and Making Change

INSTRUCTIONAL OBJECTIVE: 1) to identify coins and bills by name;  
2) to count out bills and coins;  
3) to recognize different ways of writing monetary values;  
4) to make change with currency;  
5) to use different combinations of currency to make up a dollar, also different combinations of bills to make up different values;  
6) to practice addition and subtraction skills required in making change.

CONTENT: 1) money vocabulary:

penny	nickel	half-dollar
dime	quarter	
(a) one	(a) five	
(a) ten	(a) twenty	

2) making change: Do you have change for a dollar?  
Do you have change for a quarter?

3) paying and receiving change;

4) adding and subtracting from a dollar.

PROCEDURE: 1) Review the numbers from one to a hundred aloud, either as a group or by having Student #1 say 1-10, Student #2 say 11-20, etc., up to 100. This should be done with their books and notebooks closed to see how much they remember. Then repeat the procedure with the different students saying the numbers while someone writes what is being said on the board. Give each student a short list of

numbers and divide them into pairs. Have each student give his/her partner a "number dictation".

- 2) Turn to pp. 30-31 in BEAC to introduce money. It may be helpful to have some real coins and bills to use as examples. Have students review the values using the numbers they have just learned. Go over the names of the coins on p. 30 and the equivalencies on p. 31. Have students practice making change by asking them questions like: "How many nickels make a dime?" "How many quarters are in a dollar?" etc. They can also ask each other if they have change according to how much money they are actually carrying at the moment. Have students do the Count and Write on pp. 31-32 at their seats. Go over the responses orally.
- 3) Go over the first dialog on p. 11 (ANS-SB) about getting change for a bus fare. Have students repeat several times. Oral practice should be reinforced as much as possible. Students can role play dialogs in front of the class using real or play money. Use the boxes to the left of the picture on p. 11 to help explain how much money should be paid, how much was actually given and how much change was received.
- 4) Have students do the counting exercises on pp. 31-32 of ANS-L1. They should write the correct amount on the line. Also have them do the matching exercise on p. 33.
- 5) Go over p. 35 (ANS-L1) having students count aloud, first how many coins there are and then by their values (e.g., they see five nickels: first count the five and then they figure out their value by counting by fives). Have them review the names of the coins while they do this. Have them do the exercises on p. 36 and then review orally.
- 6) Review counting bills. Have students work on pp. 37-38 orally and in writing. Read the dialog on the bottom of p. 11 (ANS-SB) aloud with students listening before having them repeat several times. Have volunteers read aloud in pairs. (Make sure everyone gets a turn.)
- 7) Give students pieces of paper with different amounts written on them (real or play money

can also be used). Have students work in pairs and role play asking for change based on the "money" that they have been given.

INSTRUCTIONAL MATERIALS: A New Start-Student's Book, pp. 7-11;  
A New Start-Literacy Workbook 1, pp. 29-33, 35-38;  
Basic English for Adult Competency, pp. 30-32.

EVALUATION: 1) correct identification of coins and bills and their corresponding values;  
2) number writing exercise;  
3) correct writing of dictated numbers;  
4) written exercises (ANS-L1, pp. 37-38);  
5) role play: making change.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (7)

LEVEL: P

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: The Supermarket

INSTRUCTIONAL OBJECTIVE: 1) to identify the most common foods;  
2) to state food preferences.

CONTENT: 1) common foods, including fruits and vegetables;

2) stating preferences:

I like/don't like \_\_\_\_\_.

I eat/don't eat \_\_\_\_\_.

I buy/don't buy \_\_\_\_\_.

Do you like \_\_\_\_\_.

Eat a/an/some \_\_\_\_\_.

Have a/an/some \_\_\_\_\_.

PROCEDURE: 1) Turn to the Visual of fruits and vegetables on p. 28 of BEAC. Identify the items by saying, for example, "I like bananas" and pointing to the picture. Ask students if they like bananas and continue to identify each picture in the same manner. Repeat two or three times and have students practice until they become familiar with all the names of the pictured items. Alternate "I like" with "I eat" and "I buy" and the negation of all of these. Have students practice in pairs. Introduce a short dialog along the lines of:

A. I'm hungry.

B. Eat an apple.

A. I don't like apples.

B. Okay, eat/have an orange.

Play both roles and have students repeat. Have half of the class take the "I'm hungry" role and the other half take the second role. Have them practice two or three times as a class and then with a partner. They should

substitute different fruits and vegetables. Repeat with the items on p. 29.

- 2) Read dialog on p. 21 (ANS-SB). Have students listen first, then repeat several times as a group, and finally, in pairs. Do not do anything with the bottom of the page yet; it will be used for review purposes later.
- 3) Go over names of fruits/vegetables found on pp. 69-76 of ANS-L1. Have students read, trace and copy melon and orange on p. 69. In the upper right hand corner of the page, they should write in words that they already know that begin with m. They should do the visual discrimination exercise (circling orange) on the bottom of the page. Students should identify the first letter and how many of a certain letter, as well as practicing writing and visual discrimination on p. 70. On pp. 71 and 72, picture/written word association is introduced. Have students practice saying all of these words aloud as they do the writing exercises. Have them work on pp. 73-74 as well. Plurals are introduced on the following pages. Have students practice writing these on p. 75 and then identify singular vs. plural on p. 76.
- 4) Go back to ANS-SB, p. 21. Have students write the names of the foods shown without looking at their other papers.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 28-29;  
A New Start-Student's Book, p. 21;  
A New Start-Literacy Workbook 1, pp. 69-76.

- EVALUATION:
- 1) oral production: stating a preference;
  - 2) visual discrimination: correct circling of appropriate items on pp. 69-73 of ANS-L1;
  - 3) matching exercise:
    - a) in ANS-L1, p. 74: 14 out of 16 correct;
    - b) in ANS-L1, p. 76: 11 out of 12 correct;
  - 4) written production:
    - a) in ANS-SB, p. 21: correct filling in of names of foods;
    - b) in ANS-L1, p. 75: correct writing of food



names and their plurals.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (8)

LEVEL: P

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Going Shopping

INSTRUCTIONAL OBJECTIVE: 1) to request and interpret information and/or directions to locate consumer goods;  
2) to ask for food using common weights, measures and container sizes;  
3) to ask for and read prices.

CONTENT: 1) locating items;  
2) weights, measures and container sizes;  
3) asking for prices.

PROCEDURE: 1) Go over different types of containers used to package food. BEAC, p. 29, may be helpful. Use empty containers to review measurement as well. Have students practice reading the scales on p. 33.

2) Turn to p. 103 in ANS-L1. Have students read, trace and copy the abbreviations of the quantities. Pass around the containers that correspond to the sizes. Repeat for the egg cartons on p. 104 and the pounds and ounces on p. 105. Have different students volunteer to read aloud the weight of the containers on the bottom of the page. Turn to p. 21 of RLE-P and have students do the matching exercise. Also have them review food vocabulary by doing the circling exercise on p. 22.

3) Using empty food containers, set up a mini-supermarket in the classroom. Clearly mark aisle or section numbers on poster board or newsprint. Ask where a particular item is located. Have students answer using the correct aisle number. Have them role play asking for the location of different items.

- 4) Have students identify the four items across the top of the diagram on p. 35 of BEAC. How much does each cost? Directly below the picture is the desired amount of each item. Have students calculate how much they will have to spend to purchase them. PESL, pp. 153 and 157, and RLE-P, p. 23, provide additional practice with prices. Have students role play asking for prices. The conversation on p. 158 of PESL may be helpful.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 29, 33, 35;  
A New Start-Literacy Workbook 1, pp. 103-105;  
Real-Life English, Pre-Literacy Workbook, pp. 21-23;  
Passage of ESL Literacy, pp. 153, 157-158.

- EVALUATION:
- 1) oral production: correct identification of at least three types of quantities or measurements;
  - 2) visual discrimination exercise in PESL, p. 161: 10 out of 12 correct;
  - 3) matching exercises:
    - a) in ANS-L1, p. 103: 3 out of 3 correct;
    - b) in ANS-L1, p. 104: 2 out of 2 correct;
    - c) in RLE-P, p. 21: 5 out of 5 correct;
  - 4) written production:
    - a) in ANS-L1, pp. 103-105: correct writing of abbreviations for all quantities;
    - b) in PESL, pp. 153, 157: correct prices for each item;
    - c) in RLE-P, p. 23: 6 out of 6 prices correct;
  - 5) role play:
    - a) asking for the location of a particular item;
    - b) asking for prices.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (9)

LEVEL: P

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Location/Signs

INSTRUCTIONAL OBJECTIVES: 1) to recognize and read signs found in stores and on the street;  
2) to request information about location.

CONTENT: 1) signs found in stores: UP/DOWN  
PUSH/PULL  
ELEVATOR  
STAIRS  
2) signs found on the street: IN/OUT  
ENTRANCE/EXIT

PROCEDURE: 1) Show students pictures of different signs to see how many they recognize. Where have they seen these signs before?  
2) Read the dialog on p. 30 of ANS-SB aloud. Have students repeat several times until they become familiar with it. Break up the conversation into question and answer: the teacher asks the question (e.g., Excuse me, can you help me?) and the students gives the response (yes), and so on until the conversation is finished. Have students practice in pairs.  
3) Turn to p. 95 in ANS-L1. Explain up and down by pointing and using arrows. Have students do the exercises for writing practice. Have students also work on pp. 96-100.  
4) Have students work with a partner to make up a short conversation requesting information about location which they will present to the other students.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1,  
pp. 95-100;  
A New Start-Student's Book, p. 30.

EVALUATION: 1) correct reading of signs found in stores.  
2) demonstrating knowledge of how to ask for  
location information in a store.

ADDITIONAL ACTIVITIES: Ask students to write down different  
signs they see on their way to work  
or school and bring them to class.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (10)

LEVEL: P

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Restroom Signs

INSTRUCTIONAL OBJECTIVE: 1) to identify men's and women's restroom signs;  
2) to differentiate between hot and cold water taps.

CONTENT: 1) male/female restroom signs: pictures of men and women;  
2) hot and cold (H/C).

PROCEDURE: 1) Teacher should start out by identifying men and women, for example:  
I am a woman.  
You are a man.  
She is a woman.  
He is a man.

Stick figure drawings on the board or pictures may be helpful. Teacher should go over the plurals (men/women), explaining that these are irregular and don't take an s. Have students do the circling exercise in ANS-L1, p. 63.

2) Go back to pp. 61-62 (ANS-L1). Have students practice writing and saying restrooms, men and women. Ask someone where the restrooms are on the particular floor where the classroom is located. Have them do the visual discrimination exercises (circling and underlining) and ask each other for directions to the restroom.

3) Go over cold and hot. Have students practice writing on p. 64 (ANS-L1). Students can put the whole lesson together by putting the correct words on the corresponding pictures on p. 16 of ANS-SB.

INSTRUCTIONAL MATERIALS: A New Start-Student's Book, p. 16;  
A New Start-Literacy Workbook 1,  
pp. 61-64.

EVALUATION: 1) correct identification of M/F restroom signs;  
2) correct identification of hot and cold water  
taps.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (11)

LEVEL: P

UNIT TOPIC: Clothing

TOPIC FOR THIS LESSON: Describing Articles of Clothing

INSTRUCTIONAL OBJECTIVE: 1) to identify the most common articles of clothing;  
2) to describe clothing in terms of color, fabric and size,  
3) to ask for items in a clothing store.

CONTENT: 1) common articles of clothing;  
2) colors and patterns;  
3) different types of fabric;  
4) sizes;  
5) describing how something fits.

PROCEDURE: 1) To see how much clothing vocabulary students already have, ask them what they are wearing or point to an article of clothing and ask what it is. Identify students by name and mention an item that they are wearing. Have students repeat the vocabulary items and then describe what others are wearing. Use the pictures on pp. 62-63 of BEAC.

2) Turn to pp. 85-92 in ANS-L1. Starting with "coat", have them read the word, trace it and then finally copy it not only on the line provided, but also into their notebooks. They should also do the visual discrimination exercise (circling the correct word). Go over different words with "C" as a class and write what they say on the board. On p. 88, students are to identify the picture by circling the correct word. More items are introduced. On pp. 89-90, and the following pages can be used for review. While students work on these pages, teacher can introduce colors and fabrics by pointing out specific things that students are wearing. Have students complete the visual discrimination



exercise on p. 26 of RLE-P and the circling exercise on p. 27 as well. Also have them do the matching on p. 28 and review writing out numbers on p. 29.

- 3) Introduce a scene at a clothing store. Write the conversation in ANS-SB, p. 25, on the board. Read aloud with students listening, then have them repeat several times. Divide the class in two and have one half read the part of the clerk while the other half reads the part of the customer. Then have different pairs of students practice the conversation aloud.
- 4) Go over American sizes and what corresponds to small, medium and large in both men's and women's clothing. Use pp. 64-65 of BEAC and have students show examples of each article given.

INSTRUCTIONAL MATERIALS: A New Start Literacy Workbook 1, pp. 85-92;  
Basic English for Adult Competency, pp. 62-65;  
A New Start-Student's Book, p. 25;  
Real Life English, Pre-Literacy Workbook, pp. 26-29.

- EVALUATION:
- 1) oral production:
    - a) correct identification of at least six articles of clothing;
    - b) correct description of what other students are wearing;
  - 2) visual discrimination:
    - a) in RLE-P, p. 26: correct circling of appropriate items;
    - b) in ANS-L1, pp. 85-87, 89-90: correct circling or underlining of appropriate items;
  - 3) matching exercises:
    - a) in RLE-P, p. 27: 11 out of 12 correct;
    - b) in RLE-P, p. 28: 6 out of 6 correct;
    - c) in ANS-L1, pp. 88, 92: 11 out of 12 correct;
    - d) in ANS-L1, p. 91: 9 out of 9 correct;
  - 4) written production of articles of clothing (ANS-L1, pp. 85-87, 89-90).

ADDITIONAL ACTIVITIES: Play a memory game using matching pictures of clothing with the written words.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (12)

LEVEL: P

UNIT TOPIC: Housing

TOPIC FOR THIS LESSON: Types of Houses, Rooms and Furniture

INSTRUCTIONAL OBJECTIVE: 1) to identify different types of houses;  
2) to identify rooms in a house;  
3) to identify items of furniture that go in different rooms.

CONTENT: 1) types of houses: house, apartment, mobile home/trailer, townhouse, condominium;  
2) rooms of a house: bedroom, living room, dining room, bathroom, kitchen;  
3) items of furniture.

PROCEDURE: 1) Using the Visual on p. 88 of EACI, discuss different types of houses. Ask students what type of houses they live in. Go over the dialog on p. 180 of SE. Have students repeat as a group two or three times. Divide the class in half and have each side take on a role. Repeat and practice this way a few times. Have pairs of students volunteer to read the dialog for the class. Pair students off and have them ask each other the questions on the bottom of the page.

2) Using the Visuals in BEAC, pp. 56-57, or SE, p. 178 and 183, go over the rooms in a house and what items of furniture correspond to them. Ask students the following questions:  
What goes in the \_\_\_\_\_?  
What do you have in your \_\_\_\_\_?  
Do you have a \_\_\_\_\_?  
Where does the \_\_\_\_\_ go?

Have students practice saying these and asking each other questions requiring descriptions of their homes. Have them furnish the rooms on p. 187 of SE.

3) Turn to p. 196 of SE. Have students practice asking questions using the model provided.

Have them complete p. 197 orally as well. Read the paragraph on p. 200 and have students answer the questions. Have them fill in the crossword puzzle on p. 201.

INSTRUCTIONAL MATERIALS: English for Adult Competency I, p. 88;  
Basic English for Adult Competency, pp. 56-57;  
Survival English, pp. 178, 180, 183, 187, 196-197, 200-201.

EVALUATION: 1) correct identification of three types of houses, the major rooms in a house and at least two items of furniture that go in each;  
2) correct responses to the questions on p. 200 of SE;  
3) crossword puzzle (SE, p. 201).

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (13)

LEVEL: P

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Parts of the Body and Common Pains

INSTRUCTIONAL OBJECTIVES: 1) to identify the basic parts of the body;  
2) to identify common aches and pains.

CONTENT: 1) parts of the body;  
2) common aches and pains.

PROCEDURE: 1) To see how much body vocabulary students already have, point to different parts and ask "what's this?" or ask them to show their \_\_\_\_\_ (e.g. show me your arm, tell me where your nose is, etc.) Go over different parts of the body. Write them on the board. Have students repeat and copy. Review until students are familiar with the vocabulary. The visual on p. 38 of BEACI may be helpful.

2) Play "Teacher Says." This is a modified version of the children's game "Simon Says." All the students stand up. The teacher will issue a series of commands, some of them preceded by "Teacher Says" (teacher's name can be substituted). Students are to act upon the commands only when the teacher "says" to do so. If they point to the wrong part they are "out." For example:  
Teacher says touch your nose.  
Teacher says touch your hair.  
Touch your knee.  
The students who touch their knees are "out" and must sit down. The game continues until only one person is left standing and is declared the winner. Students may not understand what they are supposed to do at first, but once they catch on, it may be difficult to declare a winner. To make it more challenging, the teacher can speed up the pace of the commands.

- 3) Review ways of asking people how they feel (e.g. What's wrong? What's the matter? Where does it hurt?) and then go over common aches and pains (e.g. headache, stomachache, backache, sore throat, etc). Once students are familiar with these, tell them that they are all sick and that they have to identify what is wrong or where it hurts. For example, the teacher asks "What's the matter?" The student then replies "I have a backache" or "my back hurts." Go over the pictures on pp. 39-40 of BEAC. Have students identify what the problem is in each one.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 38-40

- EVALUATION:
- 1) correct identification of at least ten parts of the body (can be done through the "Teacher Says" activity);
  - 2) correct identification of four common maladies.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (14)

LEVEL: P

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Making Appointments

INSTRUCTIONAL OBJECTIVE: 1) to review clock and calendar time;  
2) to identify information necessary to make or keep medical appointments;  
3) to read and identify the following components of an appointment card: doctor's name, date and time of appointment.

CONTENT: 1) clock and calendar time (review);  
2) making appointments over the telephone;  
3) information contained on appointment cards: doctor's name, date and time of appointment.

PROCEDURE: 1) Review clock time on pp. 41-42 of BEAC. Turn to p. 43 and ask students to describe what is happening in the pictures. Go over making appointments. Turn to p. 99 of SE and read the conversation aloud. Have students repeat and practice in pairs using their own names.

2) Have students circle the dates on the calendar on p. 58 of ANS-L1. Show students the appointment cards on the bottom of p. 44 of BEAC and go over the information. Draw some samples on the board and have students identify the information. Go over the dialog on p. 101 of SE. Have students repeat and practice. Have students look at the appointment cards and answer the questions.

3) Have students choose a partner. They are to describe an illness and develop a conversation involving a call to a doctor's office to make an appointment. These can be performed for the teacher and the other students.

4) Have students fill out the new patient form on p. 96 of SE.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 41-44;  
A New Start-Literacy Workbook 2.  
p. 58;  
Survival English, pp. 96, 99, 101;  
Appointment Cards.

EVALUATION: 1) correct circling of dates on a calendar  
(ANS-L2, p. 58);  
2) correct identification of information on an  
appointment card;  
3) role play: calling for an appointment.



FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (15)

LEVEL: P

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Medicine

INSTRUCTIONAL OBJECTIVE: 1) to review parts of the body;  
2) to identify and use necessary medication;  
3) to interpret medicine labels;  
4) to interpret product label directions, warnings, danger signs and symbols.

CONTENT: 1) review parts of the body;  
2) go over different types of medicine quantities and directions for taking them: pills, capsules, tablets, syrup, drops, teaspoon, tablespoon, meals, as needed, bedtime, once, twice, before, after;  
3) review numbers if necessary;  
4) every "x" hours.

PROCEDURE: 1) As a warmup exercise, review the parts of the body by asking direct questions or by playing the "Teacher Says" game. Make sure everyone participates.

2) Go over different types of medicines. Put the vocabulary on the board with illustrations. Have students repeat each word several times. Erase the words, leaving only the illustrations. Point to the drawings and ask students to identify them. Turn to p. 65 on ANS-L2. Have students complete the activities on that page and the ones that follow on pp. 66-70.

3) Turn to pp. 71-73 of ANS-L2 and have students show the correct times on the clocks provided. Explain the concepts of every "x" hours by using the clocks on p. 73. Review when? and how much? Use clocks (on the board or better still, on posterboard) to show every "x" hours and drawings to show

before/with/after meals and at bedtime. Make sure students repeat each item several times and work with drawings to identify time frames. Have them complete p. 97 in ANS-SB to make sure they have understood the concept. Have students role play explaining medicine instructions with a partner.

- 4) Go over the basic prescription format, showing different components, e.g., address, doctor's name, directions, etc. Draw a large picture on the board. Give students blank 3" x 5" index cards so that they can make their own labels at their seats. Have two or three labels drawn on posterboard. Go over them orally and have students identify the parts.
- 5) Turn to p. 98 in SE. Do the first question with them, based on a brief dialog such as:
  - A. Is my prescription ready?
  - B. Yes, here it is.
  - A. How much should I take?
  - B. One tablet.
  - A. When?
  - B. At bedtime.

The content of the dialogs will come from the drawings on the left. Have them work in pairs to finish the conversation for the second sample. Make sure students understand how to do this. Have them read their answers and complete the rest of the page. Turn to p. 40 in RLE-P and have students complete the matching exercise.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 2, pp. 65-73;  
A New Start-Student's Book, p. 97;  
Survival English, p. 98;  
Real-Life English, Pre-Literacy Workbook, p. 40;  
Prescription labels.

- EVALUATION:
- 1) oral production: role play explanation of a prescription label;
  - 2) visual discrimination exercise in ANS-L2, p. 66: correct circling of appropriate items;
  - 3) matching exercises:
    - a) in ANS-L2, pp. 65-69: correct circling of appropriate items;
    - b) in RLE-P, p. 40: 6 out of 6 correct;

- 4) written production:
  - a) writing practice on pp. 65-66 of ANS-L2;
  - b) correct times shown on the clocks provided on pp. 71-73 of ANS-L2 and p. 97 of ANS-SB.

- ADDITIONAL ACTIVITIES:
- 1) Memory game in small groups with types of medicines and their illustrated counterparts.
  - 2) Broken dialog activity, where students have to reconstruct a conversation whose components, including punctuation, are written on separate cards.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (16)

LEVEL: P

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Street and Traffic Signs

INSTRUCTIONAL OBJECTIVE: 1) to identify common means of transportation;  
2) to recognize common signs found in the street;  
3) to follow simple directions.

CONTENT: 1) getting around: walk airplane  
drive a car boat  
ride a bicycle van  
take the bus truck  
take the train  
ride the subway

2) common signs: NO LEFT TURN  
NO RIGHT TURN  
WALK  
DON'T WALK  
STOP  
BUS STOP

3) directions: stop turn left  
go turn right

PROCEDURE: 1) Ask students how they get to school. Do they walk, drive or take the bus? Show students pictures of different means of transportation and identify each. Have students practice saying the vocabulary. Write the words on the board and have students copy them down and practice their writing.

2) Act out basic directions (stop, go, left, right). Have students get up and follow a series of directions given by the teacher or by other students. Review the directions again, this time writing the words on the board. Have different students volunteer to spell out the words. Have them all read and repeat.

- 3) As a listening comprehension/following directions activity, have students sit in a circle. Give each an index card (or some other concrete object). The teacher will give commands starting with a direction (left/ right) and then go/stop. Students are to pass the cards to their neighbors (on the left or right, depending on the command). The teacher should not change commands too rapidly. This activity should last about five to ten minutes.
- 4) To practice their writing skills, have students work on the handouts from ANS-L1 (pp. 77-84). These exercises involve tracing and copying words, circling and underlining words for visual discrimination, matching, and writing words that begin with the same letter. Students can recopy the vocabulary on their own paper for additional practice.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1, pp. 77-84;  
Basic English for Adult Competency, pp. 49-50, 52-53;  
large (8 1/2 x 11) flashcards of signs;  
pictures of cars, bicycles, and trains.

- EVALUATION:
- 1) identification of the four most common means of transportation.
  - 2) listening comprehension activity.
  - 3) completion of p. 78 on the handouts involving visual discrimination and reading comprehension.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (17)

LEVEL: P

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Filling Out Forms

- INSTRUCTIONAL OBJECTIVES:
- 1) to identify basic components of a simple form;
  - 2) to read by sight words used on forms;
  - 3) to read and mark appropriately on a form: male/female, M/F, Mr./Mrs./Ms./Miss;
  - 4) to write personal information upon request;
  - 5) to complete a simple form with correct personal information.

- CONTENT:
- 1) parts of a form:

first name	telephone number
last name	date of birth
address	zip code
city	date
state	
social security number	
  - 2) male/female = M/F,  
Mr., Mrs., Ms., Miss.
  - 3) filling out a simple form.

- PROCEDURE:
- 1) Review the questions on p. 24 of SE orally. Have students work in pairs to practice these items aloud. The person who is asking the questions should write the information given on a piece of paper, as if it were a type of dictation. He/she should ask for repetition and/or clarification when necessary. Roles should be reversed so that each student has an opportunity to dictate as well as receive dictated information. When they finish, have them fill out the form on p. 25 and fill in the sentences on the bottom of the page.
  - 2) Turn to pp. 30-31 of ANS-L2. Have students review dates by reading, tracing and copying date, month and year in the appropriate

spaces. Dictate some dates to be written in the available spaces on p. 31. On p. 32, have students place their transparencies over the page so they can trace the word birthdate and practice writing it a few times. Ask them questions regarding their birthdays. Have them write out the dates in both long and short forms (e.g., Jan. 25, 1961 and 1/25/61) on the bottom of the page. Students should be able to fill out the forms on pp. 14 and 16 of BEAC and do the corresponding matching exercises on each page.

- 3) ANS-SB, p. 15, contains a sample of a form that is already filled out. Review the basic information found on the form, making sure that students know the items that correspond to each line. Have them fill out the blank sample on the bottom of the page. Turn to p. 33 of ANS-L2 and have students work on the exercises dealing with sex (M/F). Then go over the exercises that deal with titles (Mr., Mrs., Ms., Miss) on pp. 34-37. Do the exercise on p. 35 as a class or small group activity. Use students as their own examples.
- 4) Review married, divorced, widowed and separated. Writing and visual discrimination practice for these are available on pp. 38-39 of ANS-L2. On p. 40 students can circle their choice and discuss why they think the figure in the drawing has that status. Have them fill in their own marital status in the samples given on p. 41. Turn to p. 17 in BEAC for additional practice doing this and have them fill out the form on p. 18.

INSTRUCTIONAL MATERIALS: Survival English, pp. 24-26;  
A New Start-Literacy Workbook 2,  
pp. 30-41;  
A New Start-Student's Book, p. 15;  
Basic English for Adult Competency,  
pp. 14, 16-18.

- EVALUATION: 1) oral production: requesting and giving personal information;
- 2) visual discrimination:
    - a) in ANS-L2, p. 32: correct underlining and circling of appropriate items;
    - b) in ANS-L2, p. 34: correct underlining, circling and marking (with "X") of appropriate items.

- 3) matching exercises:
  - a) in SE, p. 26: 9 out of 9 correct;
  - b) in ANS-L2, p. 33: 6 out of 6 correct;
  - c) in ANS-L2, p. 35: 8 out of 9 correct.
  
- 4) written production:
  - a) in SE, p. 25: correct filling out of form and sentences;
  - b) in ANS-L2, p. 33: circling of appropriate sex in last exercise;
  - c) in ANS-L2, p. 37: circling of appropriate title with written name;
  - d) in BEAC, pp. 14, 16, 18: correct filling out of sample forms.



FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (18)

LEVEL: P

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Types of Jobs

INSTRUCTIONAL OBJECTIVE: 1) to name common occupations;  
2) to identify general duties associated with common occupations;  
3) to describe the type of work done in the past (native country or United States);  
4) to interpret and complete job application forms (simple).

CONTENT: 1) jobs and occupations;  
2) components of a job application form.

PROCEDURE: 1) Go around the room, asking students if they work or if they worked in their native country. Have them give a short explanation or description of what they do/did. Turn to pp. 68-69 in BEAC. Go over the occupations found in the pictures by asking questions of the class and then by having students work in pairs asking each other questions about what is being done in the pictures.

2) Turn to p. 99 in PESL. Read the question and answer series in the first box. Have students repeat the questions as well as the answers. Ask the question in the second box, addressing it to the whole class. Have them give the answer as a group and discuss the new vocabulary word (e.g., busboy). Go over the items in the rest of the boxes. To give each student a chance to read, use the chain method to review. Pick one student and ask him/her the question in #1. Once the student gives the response, he/she should turn to a person nearby and ask the next question. The pattern should be continued (repeating the questions several times, if necessary) until everyone has had a chance to practice. The last student should pose the question to the teacher.

- 3) Turn to p. 100 of PESL and have students practice answering the questions. Ask them and have them ask each other the same questions using "you" and "I". Have students read the questions on p. 101 and write out the answers on their own paper. Repeat this for pp. 102-103. Go over the short conversations in each box. Have students repeat and practice. Have them write out the answers to the questions on pp. 104-105. Go over the questions on p. 106. Discuss the answers as a class activity.
- 4) Turn to p. 42 in ANS-L2 and have students continue working with the different items found on a form. Ask them questions about the vocabulary as it relates to them on a personal level and have them practice their writing as much as possible. Continue working through p. 44.
- 5) Give students a copy of the sample form containing all the information covered (p. 70 of ANS-SB) and have them fill it out individually.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 68-69;  
Passage to ESL Literacy, pp. 99-106;  
A New Start-Literacy Workbook 2, pp. 42-44;  
A New Start-Student's Book, p. 70.

EVALUATION: 1) identification of at least five common occupations;  
2) correct filling out of sample forms, p. 70, ANS-SB.

# LEVEL A

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** * L E S S O N</u> Number Subtopic	<u>P L A N S *** *</u> Instructional Materials	<u>SUPPLEMENTARY MATERIALS/</u> <u>RESOURCES</u>
Initiate and respond to greetings and leavetakings.		1 Greetings and Introductions	a) Lifelines 1, pp. 1-8 b) English for Adult Competency I, pp. 3-5 c) Expressways 1, pp. 2-3	a) Real-Life English 1, pp. 4-5, 11 b) Basic Adult Survival English 1, pp. 3-4
Introduce oneself and/or a friend to someone else.				
Learn the names and at least one other item of information about everyone in the class.				
Recite the alphabet.		2 Personal Information	a) Lifelines 1, pp. 11-18 b) Expressways 1, pp. 4-7 c) English Spoken Here, Getting Started, pp. 18-22, 88-89; Exercise Book, p. 36 d) English for Adult Competency I, pp. 4, 8	a) Survival English, pp. 17 19, 22-26, 35 b) English in Everyday Life 1, pp. 2-3, 33 c) Real-Life English 1, pp. 6-7, 13 d) Basic Adult Survival English 1, p. 11-13
Identify cardinal numbers (1-20).				
Identify ordinal numbers.				
Ask for and give the following information: correct spelling of name, telephone number, address and social security number.				
Interpret and complete simple forms.	1.4.1			
Identify family relationships.		3 Family and Calendar Time	a) English Spoken Here-Getting Started, pp. 108-109; Exercise Book, pp. 68-69 b) English for Adult Competency I, p. 14	a) English Spoken Here-Getting Started Exercise Book, pp. 70-71 b) English for Adult Competency I, p. 19 c) Survival English, pp. 47-49 d) Real-Life English 1, pp. 40-41 e) Basic Adult Survival English 1, pp. 14-18, 49 f) English in Everyday Life 1, pp. 28-30, 55-57
Identify the months of the year and the days of the week.	2.3.2			
Interpret clock time.	2.3.1	4 Clock Time	a) English Spoken Here-Getting Started, pp. 106-107; Exercise Book, pp. 66-67 b) Real-Life English 1, pp. 43, 47, 49 c) Telling Time Bingo	a) Lifelines 1, pp. 31-34 b) Survival English, pp. 56-57 c) Real-Life English 1, pp. 43-44, 47-49 d) Basic Adult Survival English 1, pp. 24-25 e) English in Everyday Life 1, pp. 21-26
Count by tens up to one hundred.				

2.0 TOPIC: MONEY AND BANKING

<u>COMPETENCIES</u>	<u>CASAS #</u>	*** Number	<u>L E S S O N</u> Subtopic	<u>P L A N S</u> *** Instructional Materials	<u>SUPPLEMENTARY MATERIALS/</u> <u>RESOURCES</u>
Identify American coins and currency by name.		5	Making Change	a) English Spoken Here-Consumer Information, pp. 4-13, 18, 22-23	a) Survival English, pp. 61-64, 232-233
Count, convert, and use coins and currency.	1.1.6			b) Lifelines 1, pp. 21-24	b) English in Everyday Life 1, p. 20
Ask for and make change.				c) Money Bingo	c) Expressways 1, p. 133
Recognize and correct mistakes in making/receiving change.				d) Money Memory	
Interpret the procedures and forms associated with banking services.	1.8.2	6	Opening an Account	a) English for Adult Competency I, pp. 141-142, 144	a) Survival English, pp. 225, 227-231
Demonstrate the use of savings and checking accounts.	1.8.1			b) Sample Checks and Deposit Slips	b) Speaking of Survival, pp. 99, 110-111
Interpret parts of a check.					c) Expressways 1, pp. 143-144
Fill out a personal check.					
Fill out a deposit slip.					

3.0 TOPIC: FOOD AND SHOPPING

Identify the most common foods.		7	The Supermarket	a) Lifelines 1, pp. 41-43	a) Expressways 1, pp. 34-35
Request and interpret information and/or directions to locate consumer goods.	1.3.7			b) English for Adult Competency I, pp. 28, 30-32, 34-38	b) Survival English, pp. 133-135, 138-141
Interpret container weight and volume.	1.1.7				c) Real-Life English 1, pp. 51-53
Ask for food using common weights, measure, and container sizes.					d) Basic Adult Survival English 1, pp. 29-31, 37-38
Make a shopping list.					e) Speaking of Survival, pp. 146-147, 154
					f) English in Everyday Life 1, pp. 70-72, 74-75

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** Number</u>	<u>L E S S O N Subtopic</u>	<u>P L A N S *** Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES</u>
Identify methods used to purchase goods and services.	1.3.3	8	Going Shopping	a) English for Adult Competency I, pp. 29, 32 b) English Spoken Here-Consumer Information, pp. 40-43 c) Empty Food Packages	a) Survival English, pp. 136-137, 142-145 b) Real-Life English 1, pp. 54-61 c) Basic Adult Survival English 1, pp. 33-34 d) Oxford Picture Dictionary, p. 20 e) Speaking of Survival, pp. 148-153 f) Expressways 1, p. 36, 130-132
Ask for prices.					
Interpret advertisements, labels, or charts to select goods and services.	1.2.1				
Compute discounts.	1.2.3				
Use coupons to purchase goods and services.	1.3.5				
Interpret food packaging labels.	1.6.1				
Read and interpret expiration dates.					

#### 4.0 TOPIC: CLOTHING

Identify the most common articles of clothing.		9	Describing Articles of Clothing	a) English for Adult Competency I, pp. 109-110, 113-114 b) Lifelines 1, pp. 51-53 c) Real-life English 1, pp. 63-65 d) English Spoken Here-Consumer Information, pp. 78-81	a) English in Everyday Life 1, pp. 8-11, 80-81 b) Speaking of Survival, pp. 162-163, 170-175 c) Real-Life English 1, pp. 62-65, 72-73 d) Survival English, pp. 157-166, 172-173 e) Oxford Picture Dictionary, pp. 10-13
Describe clothing in terms of color and fabric.					
Interpret clothing and pattern sizes.	1.1.9				
Ask for items in a clothing store.					
Interpret information and/or directions to locate consumer goods.	1.3.7				
Identify methods used to purchase goods and services.	1.3.3	10	Shopping for Clothes	a) Lifelines 1, p. 55 b) Real-Life English 1, pp. 66-67, 69-70 c) Newspaper Ads d) Sample Layaway Form	a) English in Everyday Life 1, pp. 82, 84 b) Speaking of Survival, pp. 164-169 c) Real-Life English 1, pp. 66-71 d) Expressways 1, pp. 62-64
Interpret advertisements, labels or charts to select goods and services.	1.2.1				
Compute discounts.	1.2.3				
Compare price or quality to make the best buys for goods and services.	1.2.2				

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** Number</u>	<u>L E S S O N Subtopic</u>	<u>P L A N S *** Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES</u>
Identify procedures the consumer can follow if merchandise is defective or inappropriate.	1.6.3	11	Exchanging an Item, Clothing Care	a) English for Adult Competency I, pp. 106, 115-116, 118 b) English Spoken Here-Consumer Information, pp. 74-75, 83	a) Survival English, pp. 167, 170, 175
Interpret clothing care labels.	1.7.2				
Interpret operating instructions, directions or labels for consumer products.	1.7.3				
<b>5.0 TOPIC: HOUSING</b>					
Identify different types of housing.	1.4.1	12	Types of Houses, Rooms, and Furniture	a) English for Adult Competency I, pp. 88-89 b) Lifelines 1, pp. 65-66 c) Survival English, pp. 178-179, 183, 187 d) Furniture Ads	a) Expressways 1, p. 33 b) English in Everyday Life 1, pp. 35-36, 39-44 c) Speaking of Survival, pp. 50-57, 178-180 d) Real-Life English 1, pp. 75-77, 85 e) Survival English, pp. 178-180, 183, 187, 200-201 f) Basic Adult Survival English 1, p. 44-45, 50, 52-53 g) Oxford Picture Dictionary, pp. 26-33
Identify rooms in a house.					
Identify items of furniture that go in different rooms.					
Ask for and give instructions about location, in reference to furniture.					
Ask for information about renting a house/apartment.		13	Finding a Home	a) Survival English, pp. 184-186 b) Lifelines 1, pp. 61-63 c) English for Adult Competency I, pp. 85-87 d) Newspaper Classified Ads	a) Expressways 1, pp. 30-32 b) Speaking of Survival, pp. 52-57, 62-63 c) Real-Life English 1, pp. 78-82, 84 d) Survival English, pp. 182, 184-186, 188 e) Basic Adult Survival English, pp. 62-63
Interpret classified ads and other information to locate housing.	1.4.2				

6.0 TOPIC: HEALTH

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>****</u> Number	<u>L E S S O N</u> Subtopic	<u>P L A N S ****</u> Instructional Materials	<u>SUPPLEMENTARY MATERIALS/ RESOURCES</u>
Identify basic parts of the body.		14	Parts of the Body, Common Pains	a) English for Adult Competency I, pp. 53-56	a) English in Everyday Life 1, pp. 16-19, 120-126 b) Speaking of Survival, pp. 2-9, 18-19 c) Real-Life English 1, pp. 86-94, 96-97 d) Survival English, pp. 86-94 e) Lifelines 1, pp. 81-88 f) Basic Adult Survival English 1, pp. 94-95, 99-109 g) Expressways 1, pp. 50, 52-55 h) Oxford Picture Dictionary, pp. 8-9
Identify common aches and pains.					
Interpret information about illness, including the description of symptoms and doctor's directions.	3.1.1				
Identify information necessary to make or keep medical appointments.	3.1.2				
Identify and use necessary medications.	3.3.1	15	Medicine	a) English for Adult Competency I, pp. 58, 60-61, 65	a) Speaking of Survival, p. 14 b) Real-Life English 1, p. 95 c) Survival English, pp. 95-100 d) Basic Adult Survival English 1, pp. 115-119 e) Expressways 1, pp. 51, 56
Interpret medicine labels.	3.3.2				
Interpret product label directions, warnings, danger signs and symbols.	3.4.1				
Interpret temperatures.	1.1.5				

7.0 TOPIC: TRANSPORTATION

Identify or use different types of transportation in the community.	2.2.3	16	Schedules and Fares	a) Real-Life English 1, pp. 119-120 b) English for Adult Competency I, pp. 71-72 c) Lifelines 1, pp. 34, 37 d) Expressways 1, pp. 18-25	a) English Spoken Here-Getting Started, pp. 54-73, 82-83, 132-133; Exercise Book, pp. 44-45, 70-72 b) Speaking of Survival, pp. 130-138 c) Survival English, pp. 108-126, 128 d) English in Everyday Life 1, pp. 96-97, 101 e) Basic Adult Survival English 1, pp. 70-73, 77-82, 84, 86-87 f) Oxford Picture Dictionary, pp. 39-41 g) Local Maps h) Bus/Train Schedules and Fares
Request information about bus/train routes and fares.					
Interpret transportation schedules and fares.	2.2.4				
Ask for, give, follow or clarify directions.	2.2.1				
Interpret and follow directions found on signs.					



<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** * Number</u>	<u>L E S S O N Subtopic</u>	<u>P L A N S * * * * Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES</u>
Identify signs related to transportation.	2.2.2	17	Automobiles and Road Signs	a) English for Adult Competency I, pp. 74-77 b) Speaking of Survival, pp. 140-141	a) Speaking of Survival, pp. 142-143 b) Survival English, pp. 127, 129-131 c) English in Everyday Life 1, pp. 98-99 d) Basic Adult Survival English 1, pp. 83, 85 e) Oxford Picture Dictionary, p. 38
Identify parts of a car (outer).					
Ask for service at a gasoline station.					
Identify common road and highway signs.	1.9.1				
Interpret maps.	1.9.4				
Request information about travel times.		18	Going on a Trip	a) English for Adult Competency I, pp. 78-79, 81 b) Lifelines 2, pp. 31, 33	a) English in Everyday Life 1, pp. 102-103 b) Basic Adult Survival English 1, p. 88 c) Oxford Picture Dictionary, p. 44
Interpret transportation schedules and fares.	2.2.4				
Purchase bus/train tickets to a designated city.					
Differentiate between one-way and round-trip tickets.					
Check and tag baggage.					
<b>8.0 TOPIC: EMPLOYMENT</b>					
Identify different professions/occupations.		19	Looking for a Job	a) English Spoken Here-Getting Started, pp. 98-103, 117-118, 138; Exercise Book, pp. 74-75, 94 b) English for Adult Competency I, pp. 124-125, 128-129 c) Speaking of Survival, pp. 82-83 d) Classified Ads from Local Newspapers	a) English Spoken Here-Getting Started Exercise Book, pp. 60-61 b) English for Adult Competency I, p. 16 c) Expressways 1, pp. 93-97 d) Real-Life English 1, pp. 94-109 e) Speaking of Survival, pp. 82-84 f) Survival English, pp. 203-212, 220-221 g) English in Everyday Life 1, pp. 105-109
Identify general duties associated with common occupations.					
Identify and use sources of information about job opportunities such as job descriptions and job ads.	4.1.3				
Interpret job ads.					
Describe the type of work done in the past (native country or U.S.).					

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** L E S S O N</u> Number	<u>Subtopic</u>	<u>P L A N S ***</u> <u>Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/</u> <u>RESOURCES</u>
Use the telephone directory and related publications to locate information.	2.1.1	20	Using the Telephone	a) Expressways 1, p. 10 b) English Spoken Here-Getting Started, pp. 102-103, 136; Exercise Book, p. 92 c) Local Telephone Directory	a) English Spoken Here-Getting Started, pp. 39-41, 48-49, 136-137, 140-141 b) English for Adult Competency I, p. 130 c) English in Everyday Life 1, pp. 87-90
Interpret alphabetized lists and indexes.					
Use directory assistance to locate information.					
Request information about jobs using the telephone.					
Initiate and participate in a job inquiry call with appropriate telephone etiquette.					

88

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (1)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVE: 1) to initiate and respond to greetings and leavetakings;  
2) to identify individual needs;  
3) to introduce oneself and/or a friend to someone else;  
4) to learn the names and at least one other item of information about everyone in the class.

CONTENT: 1) Greetings: hello/hi  
How are you?  
Fine, and you?  
not bad/ckay

2) Leavetakings: good-bye/'bye  
see you later  
see you tomorrow  
so long

3) Introductions: My name is \_\_\_\_\_./  
I'm \_\_\_\_\_.  
(I'm) Pleased/happy to meet you.  
(,too)  
I'm from \_\_\_\_\_.  
I've been here for \_\_\_\_\_.  
This is my friend \_\_\_\_\_.  
Where are you from?  
How long have you been here?  
What's your name?

PROCEDURE: 1) The teacher introduces him/herself and goes around the room asking students for their names and exchanging greetings. Have students introduce themselves to their neighbors.

2) Give students FELN Needs Assessment handout. Explain any vocabulary they do not understand using mime or demonstrating action. Have them fill in the information and have a short

discussion about what they feel is most important in each category.

- 3) Go over a short dialog of greetings (EACI or LL1). Read it aloud several times. Students should listen with their books closed. Have them repeat (without looking at the book) line by line until they begin to feel comfortable with it. Have them open the books and listen to the dialog once or twice following along. Have students repeat once more as a group. Divide the class in half and have each side take a role. Practice in this manner once or twice and then ask for volunteers to read on a one-on-one basis. Have everyone do this at least once.
- 4) Introduce a new dialog about introductions from either LL1 or EACI. Use a similar procedure, but skip the closed book part or have students repeat as a group.
- 5) Turn to p. 2 in EXP1. Have students describe the drawing. Read the short conversation between Carlos and Kim. Have students repeat. Review the conversation again using the information in #1 (name changes). Have students work in pairs to complete the rest of the exercises on the page. Repeat the procedure for p. 3.
- 6) Give each student a blank index card and pair them off. Have them work together for 10-15 minutes, finding out basic information about each other. Have them write it up as a dialog (based on the other two) to present to the class as a means of introducing each other to the rest of the students.

INSTRUCTIONAL MATERIALS: Lifelines 1, pp. 1-8;  
English for Adult Competency I,  
pp. 3, 5;  
Expressways 1, pp. 2-3;  
Blank index cards.

EVALUATION: 1) conversation including greeting and  
leavetakings;  
2) oral presentation: introducing a partner to  
the class.

ADDITIONAL ACTIVITIES: Broken sentence activity: Write the  
words to a short dialog on blank  
index cards or pieces of paper and  
shuffle. Have students work in

small groups (3-4). Give each group  
a set of words and have them un-  
scramble and put in order.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (2)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information

INSTRUCTIONAL OBJECTIVE: 1) to recite the alphabet;  
2) to identify cardinal numbers (1-20);  
3) to identify ordinal numbers;  
4) to ask for and give the following information: correct spelling of name, telephone number, address and social security number;  
5) to interpret and complete simple forms.

CONTENT: 1) alphabet, paying special attention to:  
a, e, j, h, i, j, y\*  
How do you spell it?

2) cardinal numbers 1-20, also spelled out

3) ordinal numbers:  
first third fifth seventh  
second fourth sixth last

4) What's your telephone number?  
What's your address?/Where do you live?  
What's your social security number?  
My telephone number (etc) is \_\_\_\_\_.

\* The letters for special practice have been isolated for Spanish speaking students.

PROCEDURE: 1) Warm-up: review greetings and introductions, going around the room. Give everyone a chance to speak.

2) Go over the alphabet and have students repeat, letter by letter, emphasizing a, e, g, h, i, j, y, which might present problems. Pick students randomly and ask them to spell their names. Someone (the teacher or another student) should be at the board writing down

the spellings given. Use the chain method to give everyone a chance to practice spelling. (Also see Additional Activities #1.)

- 3) Turn to EXP1, p. 4, and have students discuss what is happening in the picture. Read the conversation aloud. Have students repeat and practice. Have two students volunteer to do the first substitution exercise. Have two more students repeat the same exercise before continuing with the rest. Break students up into pairs or small groups to review these conversations once more and make up new ones using their own personal information.
- 4) Moving to numbers, write the numerals (1-20) and their spellings on the board. Go over these as a class. Have them practice by giving their addresses and telephone numbers. Review dialogs in EACI and/or LL1, and for written practice, turn to ESH-GS/EB, p. 36, and have students write out the answers for the first two exercises. (Also see Additional Activities #2.)
- 5) Review addresses, adding city, state and zip code. Identify different areas of the city where students live. Have students work in pairs to practice asking for and giving this information. The dialog on p. 20 of ESH-GS contains the basic format for this. The questions are also listed on p. 21, and partner activities can also be found on the bottom of the page. Index cards can be used to make information cards like the ones on p. 22.
- 6) Telephone Number Activity: Hand each student a blank index card and have them write their telephone number on it. Collect, shuffle and redistribute cards so that no one has their own number. Make sure that students understand ordinal numbers.

Object of activity: To give students practice saying/using numbers and to get them to talk in front of the class.

Activity procedure: One student will be at the front of class. He/she will be asking questions, trying to identify whose number is on the card. If the number is 554-2647, sample questions might be:

Who has a "4" for the third number?  
The fifth number is a 6.

Students whose telephone numbers fit the comment raise their hands. As the student with the card gives more detail, fewer students will have their hands raised. When the students with raised hands are narrowed down to three or four, the student seeking the information can choose one and ask:

Is your telephone number 554-2647?

The response will be either "No, I'm sorry", or "Yes, it is." If the answer is "no" the above procedure can continue. If it is "yes" the asker can then introduce him/herself using previously studied expressions: "My name is \_\_\_\_\_. What's yours?" and "Pleased to meet you," etc., before turning over the floor to that person. The whole procedure is repeated until everyone has had a chance to be the asker.

INSTRUCTIONAL MATERIALS: English Spoken Here-Getting Started, pp. 18-22, 88-89;  
Exercise Book, p. 36;  
Lifelines 1, pp. 11-18;  
English for Adult Competency I, pp. 4, 8;  
Expressways 1, pp. 4-7.

EVALUATION: 1) correct spelling of first and last name;  
2) correct use presentation of address, telephone number and social security number, if applicable.

ADDITIONAL ACTIVITIES: 1) As a means of reviewing the alphabet, teach students the ABC's song and have them sing it.  
2) Make memory sets with numerals and numbers written out. Have students work in small groups (3-5). Cards should be spread out (on a table or the floor) face down. The first students will pick two cards and put them face up where they are. If the cards match, the student keeps the pair and picks again. If they do not match, it is the next student's turn. This continues



until all the cards are paired.  
The student with the most pairs  
wins.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (3)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Family and Calendar Time

INSTRUCTIONAL OBJECTIVE: 1) to identify family relationships;  
2) to identify the months of the year and the days of the week.

CONTENT: 1) address, city, state, zip code

2) mother      sister      grandfather      child/-ren  
father      brother      grandmother      grandchild/-ren  
son      aunt      grandson      cousin  
daughter      uncle      granddaughter      husband/wife

Are you married? single?

Do you have children?

How old are they?

I'm married/not married/single/divorced/widowed

3) Monday      January      July      tomorrow  
Tuesday      February      August      yesterday  
Wednesday      March      September      last week  
Thursday      April      October      next week  
Friday      May      November      month  
Saturday      June      December      year  
Sunday      When is your birthday?  
today      When were you born?

PROCEDURE: 1) Introduce the subject of family members by asking students personal questions about marital status and children. Show a picture of the family (EACI, p. 14 can be copied onto a transparency) and see if students can identify the members. Have them ask each other questions about their families: Who lives in your house? Who lives with you? Review regular plurals with -s and the irregular -ren.

- 2) Have students take out the dialog they wrote the first day, get together with that partner and update it, i.e., lengthen the conversation using what they have learned thus far. They should be prepared to present their revised conversations in front of the class.
- 3) Ask if students know what day it is. Go over the days of week, and also introduce today, tomorrow and yesterday. Have them repeat each day several times. Once they are familiar with the vocabulary. Ask them questions:

What's today? tomorrow?  
What was yesterday?  
What days do we have class? etc.

- 4) Repeat the procedure with the months of year. Questions could include:

When is your birthday?  
What's this/next month?  
What was last month?

The exercises on pp. 108-109 of ESH-GS and pp. 68-69 of ESH-GS/EB contain more exercises of this type.

- 5) Go over writing dates (long and short forms) emphasize M-D-Y order. Give a short (five or six dates) dictation to assure mastery of these forms.

INSTRUCTIONAL MATERIALS: English Spoken Here-Getting Started, pp. 108-109; Exercise Book, pp. 68-69; English for Adult Competency I. p. 14 (transparency optional); Blank index cards.

EVALUATION: 1) correctly filled out information cards (based on ESH-GS, p. 22);  
2) revised dialogs/conversations;  
3) date form dictation.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (4)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Clock Time

INSTRUCTIONAL OBJECTIVE: 1) to count by tens up to one hundred;  
2) to interpret clock time.

CONTENT: 1) numbers: 20, 30, 40, 50, 60, 70, 80, 90, 100;  
2) expressions of time.

PROCEDURE: 1) Start the lesson by asking what time the class begins and ends. Then ask what time it is at that particular moment. Some students may already know how to tell time in English, but many will not. Draw a clock on the board. Fill in the numbers, but do not draw hands or indicate a particular time. Starting at midnight (12:00), point to each hour and have students repeat (e.g., one o'clock, two o'clock,...) until noon is reached. The hours between midnight and noon are indicated by "a.m." and those between noon and midnight by "p.m." Go back to the 12 and have students count out the minutes by fives. Go over the tens (20, 30, etc.) if they do not already know them.

2) Turn to p. 106 in ESH-GS. Read the time under the clocks aloud and have students repeat. Students may have difficulty understanding that "to" and "of" the hour mean minutes until the next hour. They may need extra practice with these. Go over the first exercise on p. 107 as a class. Ask individual students to respond to the questions in the second exercise. This can further be expanded by setting the students up in pairs and having them do a "Daily Routine" interview. Questions would have the following formats: What time do you ...? or When do you ...? and should be varied enough

to get a basic picture of the students' daily routine. The partners would then go up to the front of the class and give a short report: This is Maria Garcia. She gets up at 6:00 a.m. She has breakfast at... In the afternoon, she... It should not contain more than four or five lines.

- 3) Give students the matching handout from ESH-GS/EB, p. 66, and have them complete the exercise. This should take about five to ten minutes, and can be checked as the instructor walks around the room. To make it a bit more difficult, have students write out in words the time shown on the clocks. If there is more than one way to say it, they should indicate this. The exercise on p. 67 can be started in class and completed at home if time is running short. It is a good measure of how well students have grasped the concepts of "to" and "of".
- 4) Play Telling Time Bingo. Hand each student a card and several chips. Shuffle the cards that have the time written on them and place them face down. Pick one card. Call out the time. Students who have a match should put a chip on their card. The first student to cover all the clocks wins. The winner should draw his/her card's clocks on the board and identify the time indicated by each. A small prize (e.g., a free Coke at break time or a candy bar the next class) can be given if the instructor so desires. The game can be played again if the students need more practice with telling time.

INSTRUCTIONAL MATERIALS: English Spoken Here-Getting Started, pp. 106-107;  
Exercise Book, pp. 66-67;  
Real-Life English 1, pp. 43, 47, 49;  
Telling Time Bingo.

EVALUATION: 1) matching clock exercise (ESH-GS, p. 66);  
2) time exercise (ESH-GS, p. 67);  
3) "Daily Routine" report;  
4) Bingo game.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (5)

LEVEL: A

UNIT TOPIC: Money and Banking

TOPIC FOR THIS LESSON: Making Change

INSTRUCTIONAL OBJECTIVE: 1) to identify American coins and currency by name;  
2) to count, convert and use coins and currency;  
3) to ask for and make change;  
4) to recognize and correct mistakes in making/receiving change.

CONTENT: 1) money vocabulary:  
penny quarter (a) five  
nickel half-dollar (a) ten  
dime (a) one (a) twenty

2) requesting change.

PROCEDURE: 1) Open the lesson by reviewing the two dialogs on p. 21 of LL1. Read the first one aloud, have student repeat once or twice. Students may have difficulty with the "anyway" at the end of the conversation. The exact meaning is not important for them at this time as long as they understand that it is being used as part of an idiomatic expression. Have a few students volunteer to read in pairs before moving to the next exchange. Repeat the procedure.

2) Review the Practice section (coins and bills) on the bottom of LL1, p. 21. For a more indepth explanation of money vocabulary, turn to pp. 4-5 of ESH-CI. Students usually show an interest in the people represented on American coins and bills. The symbols used to write amounts are shown on p. 5. Different ways of counting are reviewed on pp. 6-7 to give students the opportunity to practice using numbers in English. Exercises for counting money and making change can be found in LL1, pp. 22-23, and ESH-CI, pp. 8-9, 13. ESH-CI also has more conversations about

making change on pp. 9-10 and about correcting mistakes in change on pp. 22-23. The exercises can be done orally or in writing. Have students work in pairs to do the "Enough/Not Enough" exercise on p. 18 of ESH-CI.

- 3) Have students work in pairs to ask each other questions about change. They should use real money (whatever they have with them) and give the wrong change to generate conversation.
- 4) Have students play Money Bingo or Money Memory.

INSTRUCTIONAL MATERIALS: English Spoken Here-Consumer Information, pp.4-13, 18, 22-23;  
Lifelines 1, pp. 21-24;  
Money Bingo;  
Money Memory.

EVALUATION: 1) correct identification of coins and bills;  
2) correct change given and incorrect change rectified.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (6)

LEVEL: A

UNIT TOPIC: Money and Banking

TOPIC FOR THIS LESSON: Opening a Bank Account

INSTRUCTIONAL OBJECTIVE: 1) to interpret the procedures and forms associated with banking services;  
2) to demonstrate the use of savings and checking accounts;  
3) to interpret parts of a check;  
4) to fill out a personal check;  
5) to fill out a deposit slip.

CONTENT: 1) accounts: savings vs. checking;  
2) large numbers review;  
3) checks and money orders.

PROCEDURE: 1) Begin by asking how many people have bank accounts, what type (checking or savings), and at what bank. Ask if anyone can explain the difference between a savings account and a checking account. Go over the conversation about opening an account on p. 141 of EACI. Read aloud once, explain any new vocabulary and then have students repeat once or twice. Divide the class in half and have each side take a role. Have them read the conversation and then switch roles. Review the Practice section on the bottom of the page. Have students repeat the expressions.

2) Review writing out numbers by giving students a short number dictation (five or six items). Turn to p. 144 of EACI and have students identify the different parts of a personal check. Give each student two or three "checks" and have them "pay" some bills. (Make up amounts for rent, telephone, utilities, bank loan, etc.)

3) Have students "open" a checking account. Go over the dialog on p. 142. Practice as a group, then have students practice with a



partner. Discuss the deposit slip on the bottom of the page. Each student should have a partner. One will be the teller or bank manager and the other will be the customer. Have them role play opening a checking account. Give them the sample deposit slips. When the right time approaches, the customer should be asked to fill one out for an initial deposit. They should then switch roles and do it again. See if they can do this without referring to the book. The teacher should walk around the classroom evaluating and giving assistance when necessary. They may need a few minutes to prepare and may want to make notes or write out what they want to say. Have volunteers "perform" in front of the class.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
p. 141-142, 144;  
Sample checks;  
Sample deposit slips.

EVALUATION: 1) oral explanation of the differences between a savings account and a checking account;  
2) correct filling out of a personal check;  
3) role play: opening a checking account;  
4) correct filling out of a deposit slip.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (7)

LEVEL: A

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: The Supermarket

- INSTRUCTIONAL OBJECTIVE:
- 1) to identify the most common foods;
  - 2) to request and interpret information and/or directions to locate consumer goods;
  - 3) to interpret container weight and volume;
  - 4) to ask for food using common weights, measures and container sizes;
  - 5) to make a shopping list.

- CONTENT:
- 1) common foods and food groups;
  - 2) count vs. non-count (mass) nouns;
  - 3) locating items;
  - 4) weights, measures and container sizes.

- PROCEDURE:
- 1) Go over common food vocabulary using the Visuals in EACI, pp. 36-38. Have students add to these items and then break into groups to make up a shopping list for the week.
  - 2) Read the dialog on p. 41 of LL1. Have students repeat and practice aloud as a group. Review the vocabulary on the bottom of the page. Go over "where is" and "where are" before turning to the model and vocabulary on the next page. The dialog entitled Where's the Milk? introduces the different sections of the supermarket. Have students practice in pairs and do the Practice as a class activity.
  - 3) Discuss packaging and containers. Go over the Visuals on pp. 30 and 35 of EACI. The What Do We Need? conversation on the bottom of p. 28 in EACI gives this in a conversational format. Have students repeat the items in the Practice section.

- 4) Have students bring in empty containers to set up a "supermarket" during the following class.

INSTRUCTIONAL MATERIALS: Lifelines 1, pp. 41-43;  
English for Adult Competency I,  
pp. 28, 30-32, 34-38

- EVALUATION:
- 1) correct identification of most common foods based upon a series of pictures;
  - 2) correct location of an item following a specific set of directions.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (8)

LEVEL: A

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Going Shopping

INSTRUCTIONAL OBJECTIVE: 1) to identify methods used to purchase goods and services;  
2) to ask for prices;  
3) to interpret advertisements, labels, or charts to select goods and services;  
4) to compute discounts;  
5) to use coupons to purchase goods and services;  
6) to interpret food packaging labels;  
7) to read and interpret expiration dates.

CONTENT: 1) shopping ads and coupons;  
2) food packaging labels;  
3) comparative and superlative endings;  
4) expiration dates.

PROCEDURE: 1) Use empty food packages brought in by students to set up a supermarket in the classroom. Position the desks so that they make aisles and arrange the packages by section. Label the "aisles" numerically. Have students work in pairs to role play a shopper-clerk situation in which the shopper requests information regarding the location of an item. (A chain method approach in which the shopper becomes the clerk and someone else becomes the shopper, can also be used to pair students. This will allow them the opportunity to take on both roles.)

2) Review the Buying Fish dialog on p. 32 of EACI. Have students repeat as a group and then in pairs. Turn to the ad on p. 29 and discuss the items and their prices. Are they realistic? Why or why not? Have students look at the conversation on p. 40 of ESH-CI

and read it silently. Then read aloud once, explain any new vocabulary and have students repeat. Look at the food ads and coupons on pp. 41-43 of ESH-CI and go over the questions orally.

- 3) Have students look at the empty food packages for content, weight, volume, and expiration date. Discuss expiration dates and why they are important for certain items.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp. 29, 32;  
English Spoken Here-Consumer  
Information, pp. 40-43;  
Empty food packages.

EVALUATION: 1) role-play: finding items in the supermarket;  
2) correct interpretation of discounts and/or  
coupons in supermarket ads;  
3) correct reading and interpretation of expiration dates.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (9)

LEVEL: A

UNIT TOPIC: Clothing

TOPIC FOR THIS LESSON: Describing Articles of Clothing

INSTRUCTIONAL OBJECTIVE: 1) to identify the most common articles of clothing;  
2) to describe clothing in terms of color and fabric;  
3) to interpret clothing and pattern sizes;  
4) to ask for items in a clothing store;  
5) to interpret information and/or directions to locate consumer goods.

CONTENT: 1) articles of clothing;  
2) colors, fabrics;  
3) American sizes.

PROCEDURE: 1) Begin the unit by reviewing the articles of clothing found in the Visuals on pp. 109-110 of EACI. Ask students to describe what they are wearing, using pp. 113-114, to supplement vocabulary. Discuss colors and different types of fabric. An explanation of noun and adjective order may be necessary here. Turn to p. 63 in RLE1. Have students describe what the people in the pictures are wearing. Have students answer the questions on p. 64. Read the dialog on the bottom of p. 64 aloud. Have students repeat and practice a few times. Have them sit in pairs, back-to-back, so that they cannot see each other's faces. Have them redo the dialog, as a telephone conversation, using their own information for the underlined vocabulary.

2) Turn to size charts on pp. 78-80 in ESH-CI. Go over basic sizes for men and have students answer questions A-D on p. 79. Repeat the procedure for women's sizes on p. 80, and

have students answer the questions (A-E) on the bottom of the page.

- 3) Read the short conversation on p. 51 of LL1. Have students repeat and then review the vocabulary on the bottom of the page. Practice with the models on p. 51 and p. 52 (top). Have students work with a partner to complete the Partner Exercise on the bottom of p. 52. Have them review sizes with the model on p. 53.
- 4) Divide the students into three groups. Distribute the Clothing Memory game cards. Have students play the game. The person with the most matched pairs wins.

INSTRUCTIONAL MATERIALS: English for Adult Competency I, pp. 109-110, 113-114;  
Lifelines 1, pp. 51-53;  
Real-Life English 1, pp. 63-65;  
English Spoken Here-Consumer Information, pp. 78-81;  
Clothing Memory game.

EVALUATION: 1) correct identification of basic articles of clothing;  
2) correct interpretation of clothing sizes;  
3) Clothing Memory game.

ADDITIONAL ACTIVITIES: Have students work in pairs to put on a "fashion show." They should carefully study what their partner is wearing in order to present the outfit to the class.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (10)

LEVEL: A

UNIT TOPIC: Clothing

TOPIC FOR THIS LESSON: Shopping for Clothes

INSTRUCTIONAL OBJECTIVE: 1) to identify methods used to purchase goods and services;  
2) to interpret advertisements, labels or charts to select goods and services;  
3) to compute discounts.  
4) to compare price or quality to determine the best buys for goods and services.

CONTENT: 1) shopping ads, sales;  
2) methods of paying;  
3) review check writing;  
4) layaway.

PROCEDURE: 1) Read the short conversations on p. 55 of LL1 aloud. Have students repeat and practice. Review the difference in pronunciation between this and these. Make sure students can hear the difference, even if they cannot produce it verbally. Go over the Practice exercise on the bottom of the page as a class and then have students redo it working in pairs.

2) Turn to p. 66 in RLE1. Have students study the ads silently for a few minutes. Have volunteers describe what the people in the pictures are wearing and then discuss the information given. Answer the questions on the bottom of the page. Have them confirm the savings whether they are markdowns or percentages off the regular price. Have students write out the answers to the exercises on p. 67.

3) Have a general discussion on different ways of paying for items. What are students'



preferences (cash, credit, check, etc.)? Pair students off and give each pair a sample layaway form. Have them come up with an item, a price and a payment schedule so that they can complete the sheet and report to the rest of the class.

- 4) Have students remain in pairs and turn to pp. 69-70 in RLE1. In each pair, one student should look at p. 69 while the other looks at p. 70. Have them sit back-to-back, if possible. The first speaker will ask his/her partner the first question on p. 69. The partner will look at the ad on p. 70 to answer the question and then ask the first speaker the first question on p. 70. The first speaker will then look at the ad on p. 69 to answer the partner's question. They should each continue to ask questions about the other's shopping ad until everything is answered. A demonstration may be necessary.
- 5) Have students work in groups of three or four and give them authentic shopping ads and a budget to plan what they would have to buy for their children for the beginning of a new school year. They should compare the ads to see what the best buys for back-to-school are. Have them report what they "bought" to the class.

INSTRUCTIONAL MATERIALS: Lifelines 1, p. 55;  
Real-Life English 1, pp. 66-67,  
69-70;  
Newspaper ads;  
Sample layaway form.

EVALUATION: 1) correct identification of clothing articles  
on p. 66 of RLE;  
2) layaway activity;  
3) RLE1 conversations (pp. 69-70);  
4) back-to-school buys.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (11)

LEVEL: A

UNIT TOPIC: Clothing

TOPIC FOR THIS LESSON: Exchanging an Item and Clothing Care

INSTRUCTIONAL OBJECTIVE: 1) to identify procedures the consumer can follow if merchandise is defective or inappropriate;  
2) to interpret clothing care labels;  
3) to interpret operating instructions, directions or labels for consumer products.

CONTENT: 1) exchanging items of clothing;  
2) caring for clothes.

PROCEDURE: 1) Begin with a general discussion of things that could be wrong with an item (e.g., ripped, stained, missing button, too small, too long) that would necessitate exchanging or returning it. Use dialogs on p. 106 of EACI and/or p. 74 of ESH-CI for vocabulary and expressions. Have students repeat and practice. Once they understand the process of exchanging or returning an item, have pairs of students role play a situation in front of the class.

2) Go over the dialog on p. 115 of EACI and have students repeat. Review the tag questions in the practice section on the bottom of the page. Turn to the labels on p. 83 of ESH-CI and have students work in pairs to answer the questions about the labels (A-E).

3) Have students read the passage on p. 118 of EACI silently. Then have a few students volunteer to read it aloud. Have them answer the questions on paper before discussing orally.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp. 106, 115-116, 118;  
English Spoken Here-Consumer  
Information, pp. 74-75, 83

EVALUATION: 1) role play exchanging/returning an item;  
2) reading exercise (EACI, p. 118).

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (12)

LEVEL: A

UNIT TOPIC: Housing

TOPIC FOR THIS LESSON: Types of Houses, Rooms and Furniture

INSTRUCTIONAL OBJECTIVE: 1) to identify different types of housing;  
2) to identify rooms in a house;  
3) to identify items of furniture that go in different rooms;  
4) to ask for and give instructions about location, in reference to furniture.

CONTENT: 1) types of housing: house, apartment, mobile home/trailer, townhouse, condominium;  
2) rooms of a house: bedroom, living room, bathroom, kitchen;  
3) items of furniture;  
4) expressions of location: Where is/are....?  
here, there, in the corner, next to.

PROCEDURE: 1) Go over the vocabulary pertaining to types of housing. Use the Visual on p. 88 of EACI, or make drawings on the board. Ask students where they live or if they live in a house, apartment, etc. Teacher may want to pay attention to structure here when students answer the question: I live in Homestead (place) vs. I live in a house (building). Also, make sure that they differentiate between a house and an apartment. Have students practice asking each other these questions.  
2) Using the Visuals in EACI (p. 89) or SE (p.178), go over rooms in a house and what items of furniture correspond to them. Furniture ads can help illustrate different

pieces of furniture in a more colorful fashion. Ask students the following questions:

What goes in the \_\_\_\_\_?

What do you have in your \_\_\_\_\_?

Do you have a \_\_\_\_\_?

Where does the \_\_\_\_\_ go?

Have them practice saying and writing these.

- 3) Go over furniture in the classroom as an example of furnishings in another type of room. Expressions of location can be practiced with different items found in the classroom. Have students practice putting things over here, over there or next to something else.
- 4) Read conversations in LL1, p. 65, about locating furniture. Use the previous Visuals (see #1) to practice expressions of location. Have students repeat several times. Go over the Practice exercise on the bottom of the page as a class, then have students break into pairs to practice. (Try to have students work with someone with whom they have never worked before.) Review the expressions on p. 66, and then have students do the Practice exercise on that page as well.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp. 88-89;  
Lifelines 1, pp. 65-66;  
Survival English, pp. 178-179,  
183, 187;  
Furniture ads from the newspaper;  
Classroom furnishings.

EVALUATION: 1) correct identification of rooms/furnishings;  
2) correct placement of items in different locations.

ADDITIONAL ACTIVITIES: Give each student a copy of the unfurnished rooms (SE, p. 187); Have them fill in and identify what they have or would like to have for each room.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (13)

LEVEL: A

UNIT TOPIC: Housing

TOPIC FOR THIS LESSON: Finding a Home

INSTRUCTIONAL OBJECTIVE: 1) to ask for information about renting a house/apartment;  
2) to interpret classified ads and other information to locate housing.

CONTENT: 1) asking about rent and what it includes (utilities, such as gas/electricity/water);  
2) asking about deposits;  
3) vocabulary used in housing ads;  
4) abbreviations used in housing ads.

PROCEDURE: 1) Read the conversation between Antonio and the Landlord on p. 61 of LL1. This will be a review of the rooms in a house. Have students practice aloud. Go over the practice exercise on p. 62 and have them fill in the balloons in the Complete exercise, pp. 62-63. Go over the dialog in the middle of p. 63. Discuss what rent may or may not cover. Ask students if they rent and what is included in the amount they pay. Have students work in pairs to make conversations based on the model. Teachers should walk around the room and work with each pair of students briefly.

2) Go over Reading the Ads dialog in EACI, p. 85. Copy the ad onto the board and explain the abbreviations. Teacher may want to write out the full expression as an equation (e.g., incl.= includes) to illustrate meaning. Reread the dialog. Have students take one role with the teacher answering, then reverse the roles. Turn to the sample ads on p. 87 of EACI. Review the first one and have students try to figure out the rest.

- 3) Have students read the dialog on p. 85 (A Cleaning Deposit) in EACI. They should practice the conversation in pairs to review the vocabulary.
- 4) Have students work in pairs or small groups to create ads for an apartment or house they would like to rent out. One student should be the landlord and the other(s) the prospective tenants to create a conversation similar to the ones they have already encountered. These conversations can be performed for the teacher and other students.

INSTRUCTIONAL MATERIALS: Survival English, pp.184-186;  
Lifelines 1, pp.61-63;  
English for Adult Competency I,  
pp.85-87;  
Newspaper classified ads.

EVALUATION: 1) correct identification of abbreviations used in housing ads;  
2) role play of a conversation with a prospective landlord regarding information related to renting an apartment.

ADDITIONAL ACTIVITIES: Bring in classified ads from a newspaper. Have students work in twos or threes. Hand each group three ads and have them figure out what they say. They should then write the ad as it is on the board and explain to the class what it says.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (14)

LEVEL: A

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Parts of the Body and Common Pains

INSTRUCTIONAL OBJECTIVE: 1) to identify basic parts of the body;  
2) to identify common aches and pains;  
3) to interpret information about illness, including the description of symptoms and doctor's directions;  
4) to identify information necessary to make or keep medical appointments.

CONTENT: 1) parts of the body;  
2) common aches and pains.

PROCEDURE: 1) To see how much body vocabulary students already have, point to different parts and ask "what's this?" or ask them to show their \_\_\_\_\_ (e.g. show me your arm, tell me where your nose is, etc.) Go over different parts of the body. Write them on the board. Have students repeat and copy. Review until students are familiar with the vocabulary. The visual from EACI, p. 53, may be helpful.

2) Play "Teacher says." This is a modified version of the children's game "Simon Says." All the students stand up. The teacher will issue a series of commands some of them preceded by "Teacher Says" (teacher's name can be substituted). Students are to act upon the commands only when the teacher "says" to do so. If they point to the wrong part they are "out." For example: Teacher says touch your nose. Teacher says touch your hair. Touch your knees. The students who touch their knees are "out" and must sit down. The game continues until only one person is left standing and is declared the



winner. Students may not understand what they are supposed to do at first, but once they catch on, it may be difficult to declare a winner. To make it more challenging, the teacher can speed up the pace of the commands.

- 3) Review ways of asking people how they feel (e.g., What's wrong? What's the matter? Where does it hurt?) and then go over common aches and pains (e.g., headache, stomachache, backache, sore throat, etc). Once students are familiar with these, tell them that they are all sick and that they have to identify what is wrong or where it hurts. For example, the teacher asks, "What's the matter?" The student then replies "I have a backache" or "My back hurts." Go over the pictures in the Visual on p. 54 of EACI (What's the Matter?) Have students identify what the problem is in each one.
- 4) Read the dialog on p. 55 of EACI about calling the doctor. Have students repeat one or two times. Divide the class in half and have each group take on a role. Practice once or twice, then switch roles and repeat. Go over the dialog on p. 56. Have students repeat and practice. Review the appointment cards on the bottom of the page. Have students pair up and role play calling to make an appointment.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp 53-56.

- EVALUATION:
- 1) correct identification of at least ten parts of the body (can be done through the "Teacher Says" activity);
  - 2) correct identification of at least four common aches and pains;
  - 3) role-play: making an appointment.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (15)

LEVEL: A

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Medicine

INSTRUCTIONAL OBJECTIVE: 1) to identify and use necessary medications;  
2) to interpret medicine labels;  
3) to interpret product label directions, warnings, danger signs and symbols;  
4) to interpret temperatures.

CONTENT: 1) forms for medication:  
pill                      syrup  
capsule                  shot  
tablet                     drops

2) measurement: teaspoon, tablespoon;

3) time frame:  
before                    as needed  
after                     every "x" hours

4) reading a thermometer (degrees Fahrenheit).

PROCEDURE: 1) Go over different forms of medicine. Put the vocabulary on the board with illustrations. Have students practice saying the words, then erase them, leaving only the illustrations. Point to the drawings and ask students to identify them.

2) Go over the dialog on the top of p. 60 of EACI. Have students repeat and practice a few times. Review the Practice Section, making sure students understand the directions given. Turn to p. 61. Have students study the prescription labels for a few minutes. Ask them specific questions about the information given each one. Have them role play going to the drugstore, including asking for and confirming directions for taking medicine.

- 3) Ask students what normal body temperature is for them. They will most probably reply in degrees Centigrade (37). Give them the equivalent in degrees Farenheit (98.6). Turn to p. 58 for practice in reading thermometers. Go over the first two thermometers and ask them to figure out what the temperature is. Have them fill in the bar for the last two thermometers.
- 4) Have students read the paragraph on p. 65 silently, then have two or three students volunteer to read it aloud. Have them answer the questions and fill in the blanks and go over as a class. Incorporate the last questions as part of a general discussion to close the topic.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp. 58, 60-61, 65.

EVALUATION: 1) correct reading of thermometer;  
2) role play: at the drugstore;  
3) reading exercise: health care.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (16)

LEVEL: A

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Schedules and Fares.

INSTRUCTIONAL OBJECTIVE: 1) to identify or use different types of transportation in the community;  
2) to request information about bus/train routes and fares;  
3) to interpret transportation schedules and fares;  
4) to ask for, give, follow or clarify directions;  
5) to interpret and follow directions found on signs.

CONTENT: 1) bus information: routes and fares;  
2) bus schedules: departure and arrival times;  
3) transfers;  
4) calculating length of bus ride from one place to another;  
5) expressions of location.

PROCEDURE: 1) Turn to p. 18 of EXP1. Have students look at the picture above the first conversation and have them describe what is happening. Read the conversation aloud once and then have them repeat and practice several times in different combinations (i.e., teacher reads A, student reads B; half the class reads A, the other half reads B, etc.). Go over the rest of the conversations on p. 18 for variety. Have students work in pairs to create their own conversations using the information supplied on p. 19. More direction-giving dialogs can be found on pp. 22-25 of EXP1.

2) Read the dialog on the top of p. 71 (EACI - Taking the Bus). Have students repeat and practice. Do the same for Bus Schedules on the bottom of the page. Ask students if they take the bus and if so, how often it passes

by. EXP1 has more conversations about asking for bus information on pp. 20-21.

- 3) Turn to the map and schedule for Bus #20 in RLE1, p. 119. Carefully go over each stop made starting from the airport, following a circular pattern. This is reflected in the times. Have students follow the route as the teacher reads the stops and the first set of times aloud. Notice that 5th and Capitol is the last stop before the Bus Station and that the sign changes at that point. Have students calculate the time it takes to get from one stop to another (e.g., from 9th and Park to the Airport, or from 12th and Park to 9th and Capitol). If students seem to have trouble with this particular page, another bus schedule can be substituted, as long as they understand the concept. (LL1, p. 34 has a simplified train schedule with only two cities on it). If students follow p. 119, turn to p. 120 and complete the sentences as a class. Teachers can write these on the board. Students can do the matching exercise individually or in pairs.
- 4) Review the 'Transfer, Please' conversation in EACI, p. 72. Have students repeat several times and practice in pairs.
- 5) Go over the short exchange between Tomas and John in LL1, p. 37. Review different expressions of location given on the bottom of the page and then practice the model using the information provided. Have students work in pairs to complete the exercise orally.
- 6) Have students call the local community bus station. The teacher can give them the telephone number or have them look it up in the telephone book. They will be asking for information (times, bus numbers, fares) on how to get to one or more places from their homes. For example, students in Miami will call the Metro-Dade station office in Coral Gables for bus route information in the South Florida area and use the following locales as their destinations:
  - a) The Miami Arena (Downtown)
  - b) Bayside (Downtown)
  - c) Dadeland (Kendall)
  - d) The Miami Beach Convention Center
  - e) The Biltmore Hotel (Coral Gables)

Have them write down the information obtained to share with the rest of the class.

INSTRUCTIONAL MATERIALS    Real-Life English 1, pp. 119-120;  
English for Adult Competency I, pp. 71-72;  
Lifelines 1, pp. 34, 37;  
Expressways 1, pp. 18-25.

EVALUATION:    1) correct identification of arrival time and trip duration for a specific destination, given a bus schedule and point of departure;  
2) written information (report) obtained from the local community bus station.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (17)

LEVEL: A

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Automobiles and Road Signs

INSTRUCTIONAL OBJECTIVE: 1) to identify signs related to transportation;  
2) to identify parts of a car (outer);  
3) to ask for service at a gasoline station;  
4) to identify common road and highway signs;  
5) to interpret maps.

CONTENT: 1) parts (outer) of a car;  
2) services offered by a gasoline station;  
3) road and highway signs.

PROCEDURE: 1) As a general discussion of transportation, ask students if they drive and/or have cars. Turn to p. 75 in EACI and go over different outer parts of a car. Have students repeat this vocabulary and write it down for writing practice. Have students tell whether it is inside or outside the car.

2) Review the dialog on p. 74. Have students repeat several times in different combinations (i.e., teachers read A, students read B; half the class reads A, the other half reads B; etc.) Go over the items under Practice at the bottom of the page and discuss different types of services offered by gas stations. Also, the differences between self-serve and full-service stations can be mentioned, in terms of price and incentives. Have students work in pairs to create conversations that could take place at a gas station.

3) Go over the road signs on p. 76 and what they mean (write it out on the board, if necessary). Have students complete the

matching exercise on p. 77 and review orally. Also, have students work on reading activity in SOS, p. 140. This can be adapted and used as a listening exercise if the teacher reads the passage aloud.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp. 74-77;  
Speaking of Survival, pp. 140-  
141.

EVALUATION: 1) correct identification of car parts;  
2) correct identification of road signs;  
3) Matching exercise on p. 77 of EACI;  
4) Just the Facts exercise on p. 140 of SOS.



FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (18)

LEVEL: A

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Going on a Trip

INSTRUCTIONAL OBJECTIVE: 1) to request information about travel times;  
2) to interpret transportation schedules and fares;  
3) to purchase a bus/train ticket to a designated city;  
4) to differentiate between one-way and round-trip tickets;  
5) to check and tag baggage.

CONTENT: 1) planning a trip/requesting information;  
2) different means of out-of-town transport;  
3) types of tickets/making reservations;  
4) checking baggage.

PROCEDURE: 1) Discuss various ways that students have travelled or trips that they have taken for a vacation. Go over the I'd Like Two Tickets dialog on p. 78 of EACI. Have students repeat and practice several times. Explain the difference between a one-way fare and a round-trip fare and how this affects the overall price of the trip.

2) Turn to LL2, p. 31, and read the conversation between the agent and the caller. Have students repeat and act out in pairs. Practice the model at the bottom of the page. Do the exercise as a class and then have students practice in pairs. Once they understand how to request information over the telephone, continue the conversation on p. 33. Discuss reservations and how to make them, and then have students practice the dialog a few times. Write the entire Practice model on the board, including the blanks. The teacher and a student should each take a role and do the conversation using the information provided in #1. The

blanks can be filled in by the teachers or a student. Students should copy down the new dialog. Have students volunteer to do number 2, 3, and 4, always writing the new information on the board. Once this is completed, students should have four dialogs to practice with a partner.

- 3) Go back to EACI, p. 79 and have students practice checking the bags. Explain the tagging and claiming procedure.
- 4) Read the passage on p. 81 of EACI aloud. Have students write out the answers to the questions. They can work individually or in pairs.
- 5) Have students role play making reservations and buying tickets. They can write out the conversation beforehand if they want to do so.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,  
pp. 78-79, 81;  
Lifelines 2, pp. 31, 33.

EVALUATION: 1) reading exercise, EACI, p. 81;  
2) role play: reserving and buying tickets for a trip.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (19)

LEVEL: A

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Looking for a Job

- INSTRUCTIONAL OBJECTIVE:
- 1) to identify different professions/occupations;
  - 2) to identify general duties associated with common occupations;
  - 3) to describe the type of work done in the past (native country or U.S.);
  - 4) to identify and use sources of information about job opportunities such as job descriptions and job ads;
  - 5) to interpret job ads.

- CONTENT:
- 1) what do you do? (employment vocabulary);
  - 2) job descriptions;
  - 3) help wanted ads/abbreviations used in them;
  - 4) opportunities for job training/vocational education.

- PROCEDURE:
- 1) Ask each person what he/she does (or did in their native country) for a living and what his/her ideal career would be. Turn to the pictures in ESH-GS, pp. 98-99 or EACI, pp. 128-129 or SOS, pp. 82-83 and identify the different occupations adding descriptions where possible. Have students do the matching exercise on p. 94 of ESH-GS/EB for additional practice.
  - 2) Discuss different ways of finding out about jobs. Read the conversations on pp. 100-101 in ESH-GS. Have students repeat and practice. Do the exercises on p. 101 orally. Go over the dialogs on pp. 102-103. Have students repeat and practice with a partner.
  - 3) Turn to pp. 124-125 in EACI. Have students look at the Reading the Want Ads conversation

on the top of p. 124 to familiarize themselves with the type of vocabulary found in job ads. Then turn to the want ads on p.125. Write the Abbreviations on the board (e.g., wpm, nec, pret, min, exper/exp, p/t, f/t, etc.) and explain what they mean. Go over each ad on the page, making sure students understand what is required for each position. There are more samples of ads in ESH-GS, pp. 117-118, 138 and ESH-GS/EB, p. 74. Classified ads from the local newspaper can be used. Based upon the discussion of what students' ideal careers would be, have students look at the classifieds and pick out ads for two or three jobs that would interest them. Have them write out the requirements and say whether or not they are suitable candidates for the job and why. Talk about the different types of educational backgrounds, training and skills that are necessary for different jobs. (The dialog in EACI, p. 126 deals with vocational training, if students are interested in that).

INSTRUCTIONAL MATERIALS: English Spoken Here-Getting Started, pp. 98-103, 117-118, 138; Exercise Book, pp. 74-75, 94; English for Adult Competency I, pp. 124-125, 128-129; Speaking of Survival, pp. 82-83; Classified ads from local newspapers.

EVALUATION: 1) given a series of pictures depicting different occupations, students can correctly identify them;  
2) matching exercise on p. 75 of ESH-GS/EB.

ADDITIONAL ACTIVITIES: Have students call an agency that deals with vocational training and/ or job skills preparation for information about the program. They can make a short oral report and discuss it with the other students.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (20)

LEVEL: A

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Using the Telephone

INSTRUCTIONAL OBJECTIVE: 1) to use the telephone directory and related publications to locate information;  
2) to interpret alphabetized lists and indexes;  
3) to use directory assistance to locate information;  
4) to request information about jobs using the telephone;  
5) to initiate and participate in a job inquiry call with appropriate telephone etiquette.

CONTENT: 1) telephone book;  
2) directory assistance;  
3) requesting information over the telephone.

PROCEDURE: 1) Turn to the section on alphabetizing on p. 136 of ESH-GS. Have students work in pairs to alphabetize the jobs listed on the bottom of the page. ESH-GS/EB has an additional exercise on p. 92 for further review. Give students five items to look up in the local telephone directory.

2) EXP1, p. 10, has a conversation dealing with directory assistance. Have students look at the picture and describe the situation. Read the dialog aloud once and then read it again, having students repeat once or twice. Divide the class in half. One side will be "A" and the other side will be "B". Have them go through the conversation and then switch roles. Have students volunteer to read in pairs.

3) Turn to the first substitution exercise on p. 10 of EXP1. Write out the frame of the conversation on the board, leaving blank spaces where new information will be put in:

- A. Directory assistance. What city?
- B. \_\_\_\_\_ . I'd like the number of \_\_\_\_\_ .
- A. How do you spell that?
- B. \_\_\_\_\_ .
- A. What street?
- B. \_\_\_\_\_ .
- A. Just a moment...The number is \_\_\_\_\_ .

Have students volunteer to fill in the new information and practice the new conversation aloud. Repeat the procedure for the rest of the exercises and then have students practice in pairs or small groups.

- 4) Have a brief discussion on calling for information related to jobs. What would students say? How would they request the information they need? Turn to pp. 102-103 in ESH-GS. Have students volunteer to read the different conversations aloud. Go over any unfamiliar vocabulary. Have them work in twos or threes to fill in the missing words on p. 103. Once they feel comfortable with the expressions used, have them create a situation in which they must call for job information. Have them role play for the rest of the class. (They can write out the conversations first, if they want, but they should get used to coming up with the language they need without using a script.)

INSTRUCTIONAL MATERIALS: Expressways 1, p. 10;  
 English Spoken Here-Getting Started, pp. 102-103, 136;  
 Exercise Book, p. 92;  
 Local telephone directories.

EVALUATION: 1) alphabetizing exercise (ESH-GS, p. 92);  
 2) role play: calling for job information.

# LEVEL B

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>***** LESSON</u> Number Subtopic	<u>PLANS *****</u> Instructional Materials	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Initiate and respond to greetings and leavetakings.		1 Greetings and Introductions	a) Lifelines 2, pp. 5-6, 11-12 b) English in Everyday Life 2, p. 2	a) English for Adult Competency II, pp. 4-8, 10, 13-14 b) Real-Life English 2, pp. 2-4, 6-7, 12-13 c) Expressways 2, pp. 2-3
Introduce oneself and/or a friend to someone else.				
Learn the names and at least one other item of information about everyone in the class.				
Express dates with reference to personal identification.				
Ask for and give the following information: correct spelling of name, address, telephone number and social security number.		2 Personal Information	a) English for Adult Competency II, pp. 4-5 b) Real-Life English 2, p. 11 c) Expressways 2, p. 4	a) English in Everyday Life 2, pp. 22-23, 28-32 b) Real-Life English 2, pp. 5, 9-11
Interpret and complete simple forms.				
Identify family relationships.				
Recognize appropriate behavior for telephone use.		3 Telephone Skills	a) Lifelines 2, pp. 91-92, 95-97 b) Expressways 2, pp. 18-19, 121-124-125 c) English for Adult Competency II, pp. 15-22 d) Local Telephone Directory	a) Speaking of Survival, pp. 117, 124-127. b) English in Everyday Life 2, pp. 3-5
Use the telephone directory and related publications to locate information.	2.1.1			
Take telephone messages.	2.1.7			
Respond effectively to wrong numbers.				
Interpret information about time zones.	2.1.3			



2.0 TOPIC: MONEY AND BANKING

<u>COMPETENCIES</u>	<u>CASAS #</u>	**** <u>L E S S O N</u> Number Subtopic	<u>F L A N S</u> **** <u>Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/</u> <u>RESOURCES/ACTIVITIES</u>
Describe the types of services usually offered by banks.		4 Banking Services	a) Speaking of Survival, pp. 98-100, 102, 106, 110-111 b) English for Adult Competency II, pp. 151-152, 154-155 c) Building Real Life English Skills, pp. 172-181 d) Bank forms and brochures	a) Lifelines 2, pp. 25-28 b) Lifelines 3, pp. 21-26 c) Real-Life English 2, pp. 15-20, 23-25 d) English in Everyday Life 2, pp. 66-68 e) Basic Adult Survival English 2, pp. 29-31 f) English Spoken Here-Consumer Information, pp. 24-25
Demonstrate the use of savings and checking accounts.	1.8.1			
Interpret the procedures and forms associated with banking services.	1.8.2			
Interpret interest or interest earning savings plans.	1.8.3			
Endorse and cash a check.				

3.0 TOPIC: FOOD AND SHOPPING

Categorize food items.		5 The Supermarket	a) English Spoken Here-Consumer Information, pp. 36, 45-47 b) Speaking of Survival, pp. 146-148, 154 c) Lifeskills and Citizenship, p. 40	a) English in Everyday Life 2, pp. 125-129 b) English for Adult Competency II, pp. 36-38 c) Real-Life English 2, pp. 50-51, 53 d) Expressways 2, pp. 32-34
Interpret information and/or directions to locate consumer goods.	1.3.7			
Interpret product container weight and volume.	1.1.7			
Use common tables of weight and measures.				

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** * L E S S O N</u> Number Subtopic	<u>P L A N S * * * *</u> Instructional Materials	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Identify methods used to purchase goods and services.	1.3.3	6 Using Ads	a) English for Adult Competency II, pp. 30-31 b) Lifeskills and Citizenship, pp. 39, 42-44 c) English Spoken Here-Consumer Information, pp. 40-43, 50, 53 d) Speaking of Survival, pp. 154-155, 156-157 e) Building Real Life English Skills, pp. 15-19 f) Newspaper Ads	a) English in Everyday Life 2, pp. 122-124 b) English for Adult Competency II, pp. 29, 33-35, 39-40 c) Real-Life English 2, pp. 57-59 d) Expressways 2, p. 35
Compare different methods used to purchase goods and services.	1.3.1			
Compare price or quality to determine the best buys for goods and services.	1.2.2			
Interpret advertisements, labels, or charts to select goods and services.	1.2.1			
Interpret food packaging labels.	1.6.1			
Use coupons to purchase goods and services.	1.3.5			
Compute discounts.	1.2.3			
Compute unit pricing.	1.2.4			

#### 4.0 TOPIC: CLOTHING

Interpret clothing and pattern sizes.	1.1.9	7 Fashion and Department Stores	a) Speaking of Survival, pp. 162-163, 170-173, 175 b) English Spoken Here-Consumer Information, pp. 68-80, 82-83	a) English of Adult Competency II, pp. 115-119 b) English in Everyday Life 2, pp. 15-16 c) Real-Life English 2, p. 71 d) Expressways 2, p. 64
Describe clothing in terms of color, print, fabric, size and pattern.				
Interpret information and/or directions to locate consumer goods.	1.3.7			
Read, interpret and follow directions found on signs and directories.	2.5.4			
Ask for, give, follow or clarify directions.	2.2.1			
Interpret clothing care labels.	1.7.2			
Interpret operating instructions or labels on consumer products.				

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** * L E S S O N Number Subtopic</u>	<u>P L A N S * * * * Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Request information and/or help from a salesperson in a store.	1.4.2	8 Purchasing and Exchanging Items	a) English Spoken Here-Consumer Information, pp. 84-88 b) Lifelines 2, pp. 55 c) English in Everyday Life 2, p. 133 d) Speaking of Survival, pp. 166-167 e) Catalogs, Store Ads, Department Store Credit Applications	a) Expressways 2, p. 65 b) Real-Life English 2, pp. 60-70, 72 c) English for Adult Competency II, pp. 121-125 d) English in Everyday Life 2, pp. 130-132, 134-135
Identify and compare different methods used to purchase goods and services.	1.4.3			
Use catalogs, order forms and related information to purchase goods and services.	1.4.5			
Interpret advertisements to select goods and services.	1.2.1			
Compare price and/or quality to determine the best buys for goods and services.	1.2.2			
Compute discounts.	1.2.3			
Identify various methods of paying.				
Identify procedures that can be followed if merchandise is defective or inappropriate.	1.6.3			
Interpret credit applications and recognize how to use and maintain credit.	1.3.2			

#### 5.0 TOPIC: HOUSING

Interpret classified ads and other information to locate housing.	1.4.2	9 Finding A Home	a) Lifelines 3, pp. 51-55 b) English Spoken Here-Consumer Information, pp. 100-106, 114-116-117 c) Lifeskills and Citizenship, pp. 19, 24 d) Building Real Life English Skills, pp. 288-291, 294-295 e) Classified Ads from Local Newspapers	a) English for Adult Competency II, pp. 100-107 b) Real-Life English 2, pp. 74-82, 84-85 c) English in Everyday Life 2, pp. 40-41, 51-52 d) Expressways 2, pp. 30-31 e) Lifelines 2, pp. 61-64 f) Speaking of Survival, pp. 50-64
Interpret lease and rental agreements.	1.4.3			
Interpret information about the rights of a renter and the rights of a tenant.	1.4.5			
Interpret information to obtain housing utilities.	1.4.4			
Interpret bills.	1.5.3			
Interpret telephone billings.	2.1.4			

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** L E S S O N</u> Number Subtopic	<u>P L A N S ***</u> Instructional Materials	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Interpret information about home maintenance.	1.4.7	10 Home Maintenance	a) English for Adult Competency II, pp. 108-110	a) Expressways 2, pp. 103-105
Interpret maintenance procedures for household appliances and personal possessions.	1.7.4		b) Lifelines 2, pp. 65-68	b) English in Everyday Life 2, pp. 48-49
Interpret directions to obtain repairs.	1.7.5		c) English Spoken Here-Consumer Information, pp. 144-148	
Identify procedures the consumer can follow if merchandise is defective or inappropriate.	1.6.3		d) Expressways 2, pp. 162-163	
Interpret product guarantees and warranties.	1.7.1		e) Building Real Life English Skills, pp. 94-97	

#### 6.0 TOPIC: HEALTH

Interpret information about illness, including the description of symptoms and doctor's directions.	3.1.1	11 Making a Medical Appointment	a) English Spoken Here-Health and Safety, pp. 4-5, 20-21	a) Lifelines 2, pp. 81-84
Identify information necessary to make or keep medical appointments.	3.1.2		b) English for Adult Competency II, pp. 55, 58, 69	b) Lifelines 3, pp. 63-68
Fill out medical health history forms.	3.2.2		c) Sample Medical History Forms	c) Lifeskills and Citizenship, pp. 8-9
Identify safety measures that can prevent accidents and injuries.	3.4.2			d) English Spoken Here-Health and Safety, pp. 112-117
Interpret medicine labels.	3.3.2	12 Medicine		e) Expressways 2, pp. 53-54
Identify the difference between prescription, over-the-counter and generic medications.	3.3.3			f) English in Everyday Life 2, pp. 101-106
Interpret product label directions, warnings, danger signs and symbols.	3.4.1			g) Speaking of Survival, pp. 2-13, 15
				h) Real-Life English 2, pp. 86-94, 96-97
			a) English Spoken Here-Health and Safety, pp. 72-73, 76-81	a) Lifelines 2, pp. 85-88
			b) Lifeskills and Citizenship, p. 11	b) Expressways 2, pp. 52, 56
			c) Building Real Life English Skills, pp. 1-6	c) English in Everyday Life 2, pp. 103-109, 114-117
				d) Speaking of Survival, p. 14
				e) Real-Life English 2, p. 95

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** Number</u>	<u>L E S S O N Subtopic</u>	<u>P L A N S *** Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Identify the procedures to locate emergency numbers and to place emergency calls.	2.1.2	13	Emergencies and Simple First Aid	a) Lifeskills and Citizenship, p. 7 b) English Spoken Here-Health and Safety, pp. 100-104 c) English for Adult Competency II, pp. 66-67 d) Lifelines 3, p. 71 e) First Aid Kit	a) Expressways 2, pp. 50-51 b) English in Everyday Life 2, pp. 110-112 c) Speaking of Survival, pp. 18-31 d) Basic Adult Survival English 2, pp. 6-13
Locate agencies that provide emergency help and how to effectively use them.	2.5.1				
Interpret procedures for simple first aid.	3.4.3				
<b>7.0 TOPIC: TRANSPORTATION</b>					
Interpret highway and road signs.	1.9.1	14	Maps and Signs	a) Lifelines 3, pp. 27-31, 35-41 b) English for Adult Competency II, pp. 76-78, 88-89 c) Road Maps	a) Expressways 2, pp. 22-25 b) Building Real Life English Skills, pp. 250-269 c) Speaking of Survival pp. 130-131, 133, 137, 140-143 d) English in Everyday Life 2, p. 95
Recognize and use signs related to transportation.	2.2.2				
Ask for, give, follow or clarify directions.	2.2.1				
Interpret maps.	1.9.4				
Use maps relating to travel needs.	2.2.5				
Interpret transportation schedules and fares.	2.2.4	15	Schedules and Fares	a) English for Adult Competency II, pp. 79-82 b) Lifelines 2, pp. 31, 33 35-38	a) Expressways 2, pp. 20-21 b) Building Real Life English Skills, pp. 269-279 c) Lifeskills and Citizenship, p. 36 d) Speaking of Survival, pp. 132, 134-138 e) English in Everyday Life 2, pp. 77-78, 92, 94
Interpret clock time.	2.3.1				
Calculate with units of time.	6.6.6				

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** * Number</u>	<u>L E S S O N Subtopic</u>	<u>P L A N S *** * Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Interpret permit and license requirements.	2.5.7	16	Automobiles and Driving	a) English for Adult Competency II, pp. 83-87, 90-91 b) Speaking of Survival, p. 139 c) Expressways 2, pp. 142-143 d) Lifeskills and Citizenship. p. 89	a) Real-Life English 2, pp. 110-121 b) English in Everyday Life 2, pp. 79-80, 82-84, 176 c) Basic Adult Survival English 2, pp. 75-77, 79-86, 88-92
Identify regulations and procedures to obtain a driver's license.	1.9.2				
Interpret information related to automobile maintenance.	1.9.6				
Recognize what to do in case of automobile emergencies.	1.9.7				
Interpret information about traffic tickets.	5.3.5				

### 8.0 TOPIC: EMPLOYMENT

Identify strategies for applying for a job.		17	Job Ads and Applications	a) English Spoken Here-Getting Started, pp. 134, 138-139 b) English for Adult Competency II, p. 135 c) Lifeskills and Citizenship, pp. 46-47 d) Building Real Life English Skills, pp. 58-63, 130-140 e) How ' Get a Job and Keep It, pp. 31-38 f) Local Newspaper-Classified Ads g) Sample Job Application Forms	a) Speaking of Survival, pp. 84, 88-89, 93 b) Real-Life English 2, pp. 98-101, 105-106 c) English in Everyday Life 2, pp. 59-62 d) Basic Adult Survival English 2, pp. 57-59
Identify and use sources of information about job opportunities.	4.1.3				
Identify appropriate skills and education for getting a job.	4.1.8				
Read and interpret newspaper want ads relating to employment.					
Identify and interpret the components of a job application form.	4.1.2				
Fill out a sample job application form.					
Recognize standards of behavior for job interviews.	4.1.5	18	Job Interviews	a) English for Adult Competency II, p. 139 b) Expressways 2, pp. 42-47 c) Building Real Life English Skills, pp. 141-145	a) Speaking of Survival, p. 92 b) Real-Life English 2, p. 109 c) English in Everyday Life 2, pp. 60-61 d) Basic Adult Survival English 2, pp. 60-63
Select appropriate questions and responses during job interviews.	4.1.5				
Identify appropriate behavior and attitudes for getting a	4.1.7				

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** * L E S S O N</u> Number Subtopic	<u>P L A N S * * * *</u> Instructional Materials	<u>SUPPLEMENTARY MATERIALS/</u> <u>RESOURCES/ACTIVITIES</u>
Interpret wages, wage deductions and benefits.	4.2.1	19 Wages and Benefits	a) Expressways 2, p. 79 b) Speaking Up at Work, pp. 50-56, 118-119 c) Lifeskills and Citizenship, p. 52	a) Speaking of Survival, p. 91 b) English in Everyday Life 2, p. 71 c) Basic Adult Survival English 2, pp. 65, 67
Identify information found on paycheck stubs.				

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (1)

LEVEL: B

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVE: 1) to initiate and respond to greetings and leavetakings;  
2) to identify individual needs;  
3) to introduce oneself and/or a friend to someone else;  
4) to learn the names and at least one other item of information about everyone in the class;  
5) to express dates with reference to personal identification.

CONTENT: 1) introductory activities/ice breakers;  
2) partner interviews eliciting the following information:

Partners' Interview:

1. What is your name?
2. Where are you from?
3. What is your native language?
4. Tell me about your family.
5. When is your birthday?
6. Where would you like to be right now?
7. What is the most exciting thing that has happened to you in the past year?

- 3) review of some irregular past tense forms;
- 4) months, cardinal and ordinal numbers

PROCEDURE: 1) Pair students off randomly and hand each one a blank card. Put Partners' Interview questions (taken from EEL2, p. 2) on the board. Have students conduct the interviews and introduce each other to the teacher and the class.



- 2) Give students the Needs Assessment handout. Explain any vocabulary they do not understand using mime or demonstrating action. Have them fill in the information, and have a short discussion about what they feel is most important.
- 3) Turn to LL2, p. 5. Go over the dialog Greeting a Friend/Asking About the Weekend. Have students repeat as a group and then have volunteers take each role. Briefly review irregular past tense forms on p. 5 before pairing students up and having them do the Practice exercises on p. 6. (Do the model on p. 5 as a class activity first.) After doing p. 6, partners should ask each other what they did over the weekend and give authentic responses.
- 4) Review months of the year. Turn to p. 11 of LL2 and go over the ordinal numbers listed. Practice saying dates: What's today's date? What was yesterday's date? What's tomorrow's date? When is your birthday? Have students close their books and dictate twelve dates on p. 12.

INSTRUCTIONAL MATERIALS: FELN Needs Assessment;  
English in Everyday Life 2, p. 2;  
Lifelines 2, pp. 5-6, 11-12.

EVALUATION: 1) oral presentation: introducing a partner to the class;  
2) date dictation.

ADDITIONAL ACTIVITIES: Have students write their birthdays on a piece of paper, mix up and try to find whose birthday they have.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (2)

LEVEL: B

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information

INSTRUCTIONAL OBJECTIVE: 1) to ask for and give the following information:  
correct spelling of name,  
address, telephone number  
and social security number;  
2) to interpret and complete simple forms;  
3) to identify family relationships.

CONTENT: 1) basic personal information found on forms;  
2) cultural concepts of "the family": nuclear vs. extended.

PROCEDURE: 1) Review greetings and introductions. The dialog on p. 4 of EACII provides a review of a personal information exchange. Read the conversation aloud and have students repeat as a group. Divide the class in half and give each a role. Have them practice this way once or twice. Ask for volunteers to read the conversation. They can substitute their own information if they wish. Turn to p. 11 of RLE2 and have students copy the form onto a blank sheet of paper so they can fill in the appropriate information.

2) Discuss families and relationships. Who forms part of the nuclear family in the students' home culture? How does this differ from the North American culture? Have students draw their family trees (simplified versions) and discuss them in small groups. Go over the dialog on p. 4 of EXP2 and do the substitution exercises on the bottom of the page. Randomly assign different numbers of students into small groups of three to six. They should come up with a "family" name for

the group. Each person should take on a different role (e.g., father, mother, son, etc.). Have the groups introduce themselves with each person stating his/her role and relationship to others in the group.

INSTRUCTIONAL MATERIALS: English for Adult Competency II,  
pp. 4-5;  
Real-Life English 2, p. 11;  
Expressways 2, p. 4.

EVALUATION: 1) correct filling out of information form;  
2) oral introduction of "family" members.

**\*\*NOTE\*\*** When students work in groups or pairs, the teacher should act as a facilitator, moving from one group to another, providing answers to specific questions and giving students more individualized attention.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (3)

LEVEL: B

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THE LESSON: Telephone Skills

INSTRUCTIONAL OBJECTIVE: 1) to recognize appropriate behavior for telephone use;  
2) to use the telephone directory and related publications to locate information;  
3) to take telephone messages;  
4) to respond effectively to wrong numbers.  
5) to interpret information about time zones.

CONTENT: 1) telephone manners;  
2) various types of telephone calls:  
    local           long-distance,  
    collect        person to person;  
3) asking for directory assistance/using telephone books;  
4) telephone rates;  
5) taking messages;  
6) dealing with wrong numbers.

PROCEDURE: 1) Introduce the topic by asking students how they answer the telephone and how they respond to callers. Turn to p. 91 in LL2 and go over the dialog. Have students work in pairs to practice the model on the bottom of the page and on p. 92. Turn to p. 95 to begin looking for information in the Yellow Pages. Have students practice the conversation in pairs or small groups and then work in the written exercise on p. 97.  
2) The conversation dealing with directory assistance on p. 18 of LL2 offers students an alternative to telephone books. Have

students describe the drawing on the top of the page. Read the conversations aloud once. Review any unfamiliar vocabulary and point out the substitutions that can be made with the expressions in the gray box. Have students repeat the conversation and practice it aloud several times in different combinations (whole class, teacher, half of class, other half, student-student).

- 3) Turn to the first exercise on the bottom of EXP2, p.18. Show students, visually on the board, if necessary, how the information given in #1 can be substituted into the main conversation. Have students practice the new dialog a few times before going on to the next situation. Have students volunteer the information to be substituted. Review each exercise so that students have a feel for what is expected of them when using this text. Have them work in pairs to practice all of the new combinations. See if they can put together a short situation of their own.
- 4) Have students turn to EACII, pp. 18-22, for different types of long-distance calls. Go over the rate chart on p. 18 as a class activity. Assign the three dialogs on the following pages to different pairs or groups of students. Have them practice among themselves before performing them for the rest of the class. The dialog in EXP2, p. 121, also deals with person-to-person collect calls.
- 5) The conversations in EACII, pp. 15-17, and EXP2, pp. 19 and 124-125, give students an opportunity to deal with wrong numbers and taking messages. Once they review and practice these dialogs, they can work in pairs to role play taking messages.

INSTRUCTIONAL MATERIALS: Lifelines 2, pp. 91-92, 95-97;  
Expressways 2, pp. 18-19, 121,  
124-125;  
English for Adult Competency II,  
pp. 15-22;  
Local telephone directory.

EVALUATION: 1) written directory exercise (LL2, p. 97);  
2) role play: calling for directory assistance;  
3) role play: simulating a long-distance call;  
4) role play: taking a message

\*\* NOTE \*\* When students simulate or role play telephone calls, they can sit back-to-back, facing away from each other. This will enable them to focus on what their partner is saying and thus sharpen their listening skills.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (4)

LEVEL: B

UNIT TOPIC: Money and Banking

TOPIC FOR THIS LESSON: Banking Services

INSTRUCTIONAL OBJECTIVE: 1) to describe the types of services usually offered by banks;  
2) to demonstrate the use of savings and checking accounts;  
3) to interpret the procedures and forms associated with banking services;  
4) to interpret interest or interpret interest-earning savings plans;  
5) to endorse and cash a check.

CONTENT: 1) banking services;  
2) different types of accounts;  
3) endorsing and cashing a check.

PROCEDURE: 1) Discuss the different types of services that banks offer. Go over the vocabulary on pp. 98-99 in SOS. Turn to the dialog on p. 100 and read aloud with students repeating. Have different pairs of students volunteer to practice the conversation in front of the class. Have students work in pairs to do the Conversation Plus exercise on p. 102.

2) Turn to the conversation on p. 151 in EACII and review any unfamiliar vocabulary. Discuss interest and interest-earning accounts. Have students read the dialogs a a group and then in pairs. Review the items under the Practice section and have students work in pairs or groups of three to make up new conversations to role play in front of the class.

3) Use the Reading activity on p. 106 of SOS as a listening exercise. Write the statement from the Just the Facts section on the board and have students copy them onto a sheet of

paper. Read the passage once at a normal pace. Students should be trying to listen for the general idea. They will be able to grasp more details during the second reading, which should be done with a slower rhythm and more careful pronunciation. The third and final reading should be done at a normal pace once again. Give students a few minutes to answer the questions. Go over the answers orally and discuss any questions that may arise.

- 4) Review check-writing. Go over check registers and bank statements. BRLES, pp. 172-181, gives complete coverage of writing checks. Review the vocabulary items in the Words to Know box. Have someone volunteer to read the paragraph under the box. Go over the steps outlined on p. 173 and have students write out the amounts in Activity 6 on p. 174. Also have them write the checks for the situations in Activity 7 on pp. 174-175.
- 5) Go over making deposits using the deposit slip on p. 176 of BRLES. Do Activity 8 as a class before moving on to the checkbook register. Discuss what happens when an account is overdrawn. EACII, pp. 154-155, has dialogs dealing with both these situations. The two methods of entering checks in a register are shown on p. 177 of BRLES. Ask students which method they prefer and have them complete Activities 9 and 10 on pp. 178-179. Additional check-writing exercises can be found on pp. 110-111 of SOS.
- 6) Discuss the monthly statement on p. 180 of BRLES and go over Activity 11 on the bottom of the page. Compare the checkbook register on p. 178 with the monthly statement on p. 180 and discuss why they do not match. Have students do the Check Your Understanding exercise on p. 181.
- 7) Turn to the Cashing a Check dialog on p. 152 of EACII. Have students repeat and practice in pairs. Discuss endorsing checks and have them role play cashing a check.

INSTRUCTIONAL MATERIALS: Speaking of Survival, pp. 98-100, 102, 106, 110-111;  
English for Adult Competency II, pp. 151-152, 154-155;  
Building Real Life English Skills, pp. 172-181;



Bank forms and brochures.

- EVALUATION:
- 1) role play: opening a bank account (checking or savings);
  - 2) listening exercise (SOS, p. 106);
  - 3) Check Your Understanding exercise (BRLES, p. 181);
  - 4) role play: cashing a check.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (5)

LEVEL: B

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: The Supermarket

INSTRUCTIONAL OBJECTIVE: 1) to review food and supermarket vocabulary;  
2) to categorize food items;  
3) to interpret information and/or directions to locate consumer goods;  
4) to interpret product container weight and volume;  
5) to use common tables of weights and measures.

CONTENT: 1) food items and supermarket vocabulary;  
2) supermarket sections:  
dairy products      meats      frozen food  
produce      bakery      canned food  
cleaning products      cereals      cosmetics  
paper products      cookies      soda  
3) weights, measures, sizes, quantities and types of packaging;  
4) count and non-count (mass) nouns: how much vs. how many.

PROCEDURE: 1) Discuss grocery shopping in a general manner. Ask students if they do the shopping or if someone else does it, how often they go to the supermarket, which stores they prefer, etc. Go over the dialog on p. 148 of SOS. Have students look at the pictures and repeat what is being said as a group. Have four volunteers read the roles corresponding to (A), (B), (C) and (D) and role play in front of the class.  
2) Have students read the dialog on p. 36 of ESH-CI aloud once or twice. Ask them if there is any vocabulary they do not understand and review if necessary. Have them repeat the

conversation once or twice. Divide the class in half and give each group a role. Have them read it aloud, then switch roles and read again. Have students volunteer to practice individually, in pairs.

- 3) Review different types of groceries and other items (for example, cosmetics and paper goods) that are found in a supermarket. Discuss the sections under which these are grouped. For further practice, go over the food vocabulary on pp. 146-147 of SOS. As the teacher reads each word, students should repeat several times. Again, go over the major sections in a grocery store. See if students can add more to the list. Review the foods once more, this time having students identify which items go in which sections. Have students work in groups of four to complete the exercise on p. 47 of ESH-CI. Make sure that they do this on their own paper and not in the book. The preceding page has some short conversations concerning location and directions in the supermarket. The first two can be read aloud and practiced in choral repetition by the whole class, and the others can be practiced by students in pairs.
- 4) Turn to p. 154 of SOS and discuss the ways that an item can be packaged, e.g., bottle, pound, dozen, etc. Discuss the difference between count nouns and mass nouns. For example, you can't have "two salts" or "four milks"--these have to be 'containerized' or put into some type of measurement. This will lead into how to respond to "how much" and "how many" questions. For example, "How much milk?" as opposed to "How many glasses?" The first one requires some kind of measurement or container in the answer, while the second one can be answered by just a number. Another way of approaching this would be to say, "I want some milk." The question would then be "how much?" If the sentence is "I want some apples", the question would be "how many?" Do the exercise on p. 154, asking "how much/many?" for each item in the Word List. The responses will take the form of the examples under Sentences. Once they finish the oral practice, have them write out this exercise. For reinforcement, turn to the conversation on p. 44 of ESH-CI. Go over the abbreviations on the bottom of p. 45. Turn to p. 40 in L&C. Have them work in pairs or

groups of three or four to fill in the squares.

- 5) Go back to the dialog on p. 149 of SOS and read, having students repeat several times. Have students take different roles and practice reading aloud. Another form of practice would be to have students work in pairs to read what is under each picture, regardless of who is speaking. For example, under #1, one student would be (B) and the other would be (C). In the next frame, the same two students would be (A) and (F), and so on, until the entire sequence is completed.
- 6) Place students in groups of four or five to represent a family. They should decide how much they can spend per week or per month on groceries and come up with a typical shopping list based upon this and the "family's" eating needs. Quantities should be included whenever possible. Have each group share this with the rest of the class and discuss. How realistic are these lists? One person should keep the list for future reference in the unit.
- 7) Have students bring in empty packages of items that are found in the supermarket for the next class. These will be used for practice in reading labels for quantity and nutritional information.

INSTRUCTIONAL MATERIALS: English Spoken Here-Consumer Information, pp. 36, 45-47;  
Speaking of Survival, pp. 146-148, 154;  
L. skills, and Citizenship, p. 40.

- EVALUATION:
- 1) correct identification of items according to sections in a supermarket;
  - 2) correct categorization of items under specific sections (ESH, p. 47) and in terms of quantity and size (L&C, p.40);
  - 3) completed Sentence exercise from SOS, p. 154;
  - 4) lists compiled in group activity, depending upon completeness and how realistic they are.

ADDITIONAL ACTIVITIES: Have students bring in empty boxes, cans and packages to set up a "real" grocery store in the classroom. Sections and aisles can be made by rearranging desks and tables. Label each section clearly with posters or sheets of newsprint. Give each student four or five items and have them place in the correct section or have them work in pairs as customer and clerk, with the former asking for items and the latter giving directions for locating them.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (6)

LEVEL: B

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Using Ads

INSTRUCTIONAL OBJECTIVE: 1) to identify methods used to purchase goods and services;  
2) to compare different methods used to purchase goods and services;  
3) to compare price or quality to determine the best buy;  
4) to interpret advertisements, labels or charts to select goods and services;  
5) to interpret food packaging labels;  
6) to use coupons to purchase goods and services;  
7) to compute unit pricing;  
8) to compute discounts.

CONTENT: 1) comparatives and superlatives (-er and -est);  
2) brand names, store brands, generic brands;  
3) unit pricing;  
4) discounts and coupons;  
5) product labels, nutritional information;  
6) supermarket ads.

PROCEDURE: 1) Go over Buying Fish dialog, EACII, p. 31. Read aloud once or twice with students listening. Review any vocabulary they do not understand before having them repeat as a group. Have half of them take one role (A) and the other half take the (B) role to practice. Then have volunteers read in pairs. Review the Practice section, explaining the difference between big-bigger-biggest. Have them look at the sample ads on p. 30 to compare prices of items mentioned on p. 31. For more practice with comparative and superlative endings, have students complete the exercise on p. 43 of L&C. This can be

done individually or in pairs. Review answers orally.

- 2) Discuss items that contain brand names (e.g., Dannon or Ajax) vs. store brands (e.g., Winn Dixie or Publix) vs. generic labels. What do students seem to prefer? Are there any differences in price or quality of these products? The conversations on p. 50 of ESH-CI are about comparing products. Have students practice reading these aloud as a group and then in pairs.
- 3) Review quantities by going over the Word Play exercise on p. 154 of SOS. Turn to p. 155 and have students read the passage on unit pricing silently. Answer the questions on the bottom of the page orally. Go over unit pricing and how it affects the overall cost of an item. Turn to p. 53 of ESH-CI and discuss why one item is the better buy. Have students do the exercises in pairs or small groups. L&C, p. 44, gives a more detailed explanation of unit prices and how they can be calculated if not available.
- 4) Draw the coupon for Hill's Soap Powder (SOS, p. 156) on the board. Also put up the True/False questions. Have students copy and tell them that they have to listen to the story to be able to answer the questions. Read the passage three times: once at normal speed, then more slowly, and finally, at normal speed again. They should just listen to the first reading to get the gist of what is going on. They should listen for details during the second reading, and then try to answer the questions during the third. Give them a few minutes to finish before collecting and/or going over the answers. As a group answer and discuss the questions on p. 157 (Catching On and What Do You Think?). More exercises on coupons and discounts can be found on pp. 42-43 of ESH-CI.
- 5) Before going into more detail about comparing items for shopping purposes, discuss the importance of reading product labels, not only for the weight and quantity, but also for the nutritional information they may or may not contain. Exercises on reading labels can be found on p. 42 of L&C and pp. 15-19 of BRLES. Students can also be given the empty packages brought to class to investigate the information contained on the labels.

- 6) Read the conversation on food ads in ESH-CI, p. 40, and have students practice aloud, taking on the different roles. Give students a few minutes to look over the exercise on p. 41 and review orally. Have students work in pairs or groups of three to complete the exercise on p. 39 of L&C. This exercise is a bit more complicated than it appears to be, so students may experience some difficulty with it. Review the charts and pick three or four items for students to compare as a class before having them answer the questions.
- 7) Using ads from the food section in the local newspaper (most students are willing to purchase the newspaper to use in class), have students compare prices for certain items. They can use the shopping lists from the previous lesson or they can make up new ones. This should be done as a group activity. An appointed spokesperson can report the group's findings to the rest of the class. This type of activity can create a good discussion, especially if the groups are not in agreement as to which supermarket has the best prices, quality, sales, service, etc.

INSTRUCTIONAL MATERIALS: English for Adult Competency II,  
pp. 30-31;  
Lifeskills and Citizenship,  
pp. 39, 42-44;  
English Spoken Here-Consumer  
Information, pp. 40-43, 50, 53;  
Speaking of Survival, pp. 154-155,  
156-157;  
Building Real Life English Skills,  
pp. 15-19;  
Local newspaper food supplement  
ads.

- EVALUATION:
- 1) correct usage of comparative and superlative endings;
  - 2) understanding of unit pricing as demonstrated by successful completion of exercises in ESH-CI (p. 53);
  - 3) correct answers for four out of six of the T/F questions from the listening activity (SOS, p. 156);
  - 4) correct interpretation of weight, number of servings, main ingredients and related nutritional information from a product label;
  - 5) valid conclusions regarding best buys based



upon comparison of items from supermarket  
ads.

167

B131

FAMILY ENGLISH LITERACY NETWORK PROGRAM

LESSON PLAN (7)

LEVEL: B

UNIT TOPIC: Clothing

TOPIC FOR THIS LESSON: Fashion and Department Stores

INSTRUCTIONAL OBJECTIVE: 1) to describe clothing in terms of color, print, fabric, size and pattern;  
2) to interpret clothing and pattern sizes;  
3) to interpret information and/or directions to locate consumer goods;  
4) to read, interpret and follow directions found on signs and directories;  
5) to ask for, give, follow or clarify directions;  
6) to interpret clothing care labels;  
7) to interpret operating instructions, directions or labels for consumer products.

CONTENT: 1) articles of clothing (review);  
2) types of fabrics, prints, colors and patterns;  
3) clothing sizes for men, women and children;  
4) requesting information in a department store and reading store directories;  
5) clothing care labels.

PROCEDURE: 1) Go over vocabulary items regarding clothing in SOS, pp. 162-163 and ESH-CI, pp.68-69. Discuss colors and types of fabric. Ask students to identify what they are wearing and to describe what other students and the teacher are wearing. (See Additional Activities.)  
2) Go over the conversations on p. 74 of ESH-CI and discuss how clothes should fit. Have students say how they like to wear their clothes (for example, jeans--tight or baggy?). Do exercises on p. 75 orally as a class. Read the conversation about men's

sizes on p. 76 (ESH-CI). Refer to the figure on p. 77 for clarification, if necessary. Review the next three pages (78-80) for further explanation of American sizes. Discuss the difference between the use of inches vs. the metric system in sizing and compare what we use to what students use in their native countries. Have students work in pairs to complete exercises A-D on p. 79 and A-E on p. 80. For more practice with sizes, students can read SOS, pp. 170-173 and discuss the Just the Facts exercises. Have students fill out the size cards on p. 175, reflecting their own sizes.

- 3) Review the first conversation on p. 70 of ESH-CI. Discuss the different departments a store has and where things are located in specific stores with which students are familiar. Go over different ways of requesting information about where things are located. Have students read the other two conversations at the bottom of the page before turning to the floor plan on p. 71. Students may need to review directions, such as left, right, straight ahead, etc. Call on individual students, give them a starting point and have them tell how they would find a particular department. Have them do the questions on the bottom of the page as a role play situation. Turn to the store directory on p. 72 and go over questions A-F orally. Have students complete the exercise with the shopping list on the bottom of the page.
- 4) Have students read the conversation on p. 82 of ESH-CI in pairs. If necessary, review different types of fabric. Discuss different ways of washing and caring for clothing. Review the questions on p. 83 in pairs or as a class. Have students look at tags on a partner's shirt or blouse and tell how that clothing item should be taken care of.

INSTRUCTIONAL MATERIALS: Speaking of Survival, pp. 162-163, 170-173, 175;  
English Spoken Here-Consumer Information, pp. 68-80, 82-83.

EVALUATION: 1) correct identification of articles of clothing, as well as different fabrics, colors and patterns;

2) role play: asking for information in a store.

ADDITIONAL ACTIVITIES: Write out different situations on a piece of paper, for example a date with a rich man/woman, a formal interview, etc. Have students work in pairs or small groups to discuss dressing for the occasion. They can do a colored drawing to help with their explanation of the outfit to the rest of the class if they wish.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (8)

LEVEL: B

UNIT TOPIC: Clothing

TOPIC FOR THIS LESSON: Purchasing and Exchanging Items

- INSTRUCTIONAL OBJECTIVES:
- 1) to request information and/or help from a salesperson in a store;
  - 2) to identify and compare different methods used to purchase goods and services;
  - 3) to use catalogs, order forms and related information to purchase goods and services;
  - 4) to interpret advertisements to select goods and services;
  - 5) to compare price and/or quality to determine the best buys for goods and services;
  - 6) to compute discounts;
  - 7) to identify various methods of paying;
  - 8) to interpret credit applications and recognize how to use and maintain credit;
  - 9) to identify procedures that can be followed if merchandise is defective or inappropriate.

- CONTENT:
- 1) requesting assistance in a store;
  - 2) comparison shopping: store ads and catalogs;
  - 3) purchasing items on layaway;
  - 4) department store credit;
  - 5) expressing dissatisfaction: exchanging an item.

- PROCEDURE:
- 1) Read the conversation in the middle on p. 84 in ESH-CI, having students repeat and practice. Talk about ways of asking for help in a store. Have students read the last conversation on the page by themselves. Review the fill-in exercises on the top of

the next page orally. Split students up into pairs and assign each pair one of the situations on the bottom of p. 85. They should come up with a dialog that will be presented to the rest of the class. SOS, pp. 164-165, has conversations for additional practice. Have students repeat as a group and then practice aloud in pairs. Have students do the exercise on p. 166 of SOS (Conversation Plus) orally and write out the answers to What's Right? on the bottom of p. 166 and 167.

- 2) Give students different catalogs and sample of newspaper ads. Discuss different kinds of reductions looking at specific items in the ads. Have them look at the exercises on p. 87 of ESH-CI and compute the percentages off the original prices to see if the sales prices are correct. Answer the questions orally, as a group or in pairs.
- 3) Discuss different methods of payment. (They should already be familiar with cash and checks; review the latter if necessary.) Have students choose an item or several items from the sale ads that they would be interested in purchasing, but do not have enough money to pay for. Turn to the Layaway Agreement (EEL2, p. 133). Students should work in pairs, taking turns being the sales clerk and the customer. They should decide on an initial payment and work out a subsequent pay schedule. When they report the information to the class, they should include the item(s) purchased, the total price and the weekly installments. The class should discuss the six questions on the bottom of the page.
- 4) Go over the information on the application on p. 88 of ESH-CI and have students fill it out.
- 5) Talk about returning an item to a store and possible reasons for doing so. Go over the dialog in LL2, p. 55. Have students practice it aloud several times before doing the Practice exercise on the bottom of the page using the model provided. Have students come up with situations of their own to role play in front of the class.

INSTRUCTIONAL MATERIALS: English Spoken Here-Consumer Information, pp. 84-88;  
Lifelines 2, p. 55;

English in Everyday Life 2, p.  
133;  
Speaking of Survival, pp. 166-167;  
Catalogs, store ads and department  
store credit applications.

- EVALUATION:
- 1) dialog: asking a salesperson for help;
  - 2) layaway form or credit card application correctly filled out;
  - 3) role play: returning or exchanging an item of clothing.

FAMILY ENGLISH LITERACY NETWORK PROGRAM

LESSON PLAN (9)

LEVEL: B

UNIT TOPIC: Housing

TOPIC FOR THIS LESSON: Finding a Home

INSTRUCTIONAL OBJECTIVES: 1) to interpret classified ads and other information to locate housing;  
2) to interpret lease and rental agreements;  
3) to interpret information about the rights of a renter and the rights of a landlord;  
4) to interpret information to obtain housing utilities;  
5) to interpret bills;  
6) to interpret telephone billings.

CONTENT: 1) classified ads for housing;  
2) lease/rental agreements;  
3) utilities and bills

PROCEDURE: 1) Begin the topic by discussing the types of homes students have (house vs. apartment) and how they chose their present neighborhoods. Use the Reading passage on p. 51 of LL3 as the basis for a listening activity. Read the text two or three times and go over the True/False questions on the bottom of the page.

2) Read the short conversation between Roberto and Lazar on p. 52 of LL3. Have students practice a few times and do the Complete exercise on the bottom of the page. Have them work in pairs to practice the model on the top of p. 53 and give their own reasons for the statements on the bottom of the page. Turn to p. 55 and have students work in groups of two or three to discuss each situation.

3) Have students read the conversation on p. 100 of ESH-CI silently. Read it aloud, stopping



for questions and/or clarification. Have students repeat as a group and then divide in two with each half taking a role. Have a few pairs of students read the dialog and go over the exercises on p. 101. Look at the ads on p. 102. Have students work in pairs or groups of three to decipher the ads and answer the questions. It may be helpful to go over the abbreviations in the matching exercise on p. 103 first. L&C, p. 19 has more abbreviations and ads for additional practice. Local newspaper with classified ads can be used as well.

- 4) Have students practice asking and answering questions about apartments with the dialogs on pp. 104 and 106 of ESH-CI. Turn to the conversation between Rick and Mr. Lopez on p. 114. Have pairs of students volunteer to read it aloud. Study the lease on p. 115 and have them answer the questions orally. The conversation on p. 116 deals with moving in and calling about utilities. Have students practice with a partner and complete the sequencing exercise. Have them conduct a partner interview using the questions on p. 117 and summarize the information into an oral or written report for the rest of the class.
- 5) Sample of utility bills (gas, electricity, telephone) start on p. 288 of BRLES. Have students study the gas and electric bills on p. 288-291 and answer the questions. They can work in pairs or small groups. Sample telephone bills can be found on p. 94 of BRLES and p. 24 of L&C. Have students answer the questions concerning these bills orally

INSTRUCTIONAL MATERIALS: Lifelines 3, pp. 51-55;  
English Spoken Here-Consumer  
Information, pp. 100-106, 114,  
116-117;  
Lifeskills and Citizenship, pp.  
19, 24;  
Building Real Life English Skills,  
pp. 228-291, 294-295;  
Classified ads from local  
newspapers.

EVALUATION: 1) listening activity (LL3, p. 51);  
2) partner interview report.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (10)

LEVEL: B

UNIT TOPIC: Housing

TOPIC FOR THIS LESSON: Home Maintenance

INSTRUCTIONAL OBJECTIVES: 1) to interpret information about home maintenance;  
2) to interpret maintenance procedures for household appliances and personal possessions;  
3) to interpret directions to obtain repairs;  
4) to identify procedures the consumer can follow if merchandise is defective or inappropriate;  
5) to interpret product guarantees and warranties.

CONTENT: 1) home maintenance and repairs;  
2) warranties and guarantees;  
3) returning/exchanging defective merchandise.

PROCEDURE: 1) Turn to the Visuals on pp. 109-110 of EACII. Have students describe what is wrong with the house. Go over the dialog on p. 108. Discuss any unfamiliar vocabulary and have students repeat the conversation. Review the items under the Practice section. Have students practice the dialog again, substituting the new expressions.

2) Student can practice reporting problems or repairs needed with the conversation on p. 65 of LL2. Have them go over the dialog and then practice the model with the examples on the bottom of the page and on pp. 66-67. Do the Putting It Together exercise on p. 68 as a class activity.

3) Warranties are discussed briefly on p. 144 of ESH-CI. Have students read the sample on the top of the page and discuss the terms of the warranty and any unfamiliar vocabulary. Have

them fill out the information for the warranty registration card on the bottom of the page. Go over the questions on p. 145 orally. Conversations and exercises about returning items can be found on pp. 146-148 of ESH-CI and pp. 162-163 of EXP2.

- 4) For further details on warranties, turn to p. 94 of BRLES. Review the Words to Know terms so that students get an understanding of the formal and specialized language of warranties. Have them do Activities 6 and 7 on p. 95 and go over them orally. Read the warranty on p. 96 and discuss. Have students work in groups of two or three to complete Activities 8 and 9 on pp. 96-97.

INSTRUCTIONAL MATERIALS: English for Adult Competency II, pp. 108-110;  
Lifelines 2, pp. 65-58;  
English Spoken Here-Consumer Information, pp. 144-148;  
Expressways 2, pp. 162-163;  
Building Real Life English Skills, pp. 94-97.

EVALUATION: 1) role play: reporting a problem to the superintendent (LL2, p. 68);  
2) correct completion of exercises on warranties (Activities 8 and 9, BRLES).

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (11)

LEVEL: B

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Making a Medical Appointment

INSTRUCTIONAL OBJECTIVE: 1) to interpret information about illness, including the description of symptoms and doctor's directions;  
2) to identify information necessary to make or keep medical appointments;  
3) to fill out medical health history forms;  
4) to identify safety measures that can prevent accidents and injuries.

CONTENT: 1) parts of the body (review);  
2) common aches and pains, illnesses;  
3) making/keeping medical appointments;  
4) medical health history forms.

PROCEDURE: 1) Begin with a general review of body parts. Most students should already know this. Go over the Body Parts list on p. 5 of ESH-H&S and have them point to or show the area mentioned. Have students match these to the blanks on p. 4. Discuss ways in which accidents or injuries can be prevented. The Visual on p. 69 of EACII may be helpful.

2) Read the dialog on p. 55 of EACII aloud as a means of introducing symptoms and pains. Explain any unfamiliar vocabulary and then have students repeat once or twice. Have volunteers take on the roles and read aloud. Go over the vocabulary and expressions under the Practice section. Details about more serious illnesses can be found in the chart on p. 20 of ESH-H&S. Review the information given and have students answer the questions on p. 21. This can be done orally or in writing. Have students discuss illnesses they or their children have had, including symptoms

and what they were told to do to alleviate the problem.

- 3) Go over the dialog concerning appointments on p. 58 of EACII. Have students practice and then review the expressions on the bottom of the page. Divide students into pairs. Have them come up with a situation and role play calling a doctor's office for an appointment. Then give them a sample medical history form to fill out.

INSTRUCTIONAL MATERIALS: English Spoken Here-Health and Safety, pp. 4-5, 20-21;  
English for Adult Competency II, pp. 55, 58, 69;  
Sample medical history forms.

- EVALUATION:
- 1) correct identification of at least ten parts of the body;
  - 2) correct identification of at least two ways accidents or injuries can be prevented;
  - 3) correct matching of three or four symptoms with the corresponding illnesses;
  - 4) role play: calling for a medical appointment;
  - 5) completion of medical history form.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (12)

LEVEL: B

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Medicine

INSTRUCTIONAL OBJECTIVE: 1) to interpret medicine labels;  
2) to identify the difference between prescription, over-the-counter and generic medications;  
3) to interpret product label directions, warnings, danger signs and symbols.

CONTENT: 1) over-the-counter medicine: brand name vs. store brand vs. generic;  
2) prescription medicine;  
3) medicine labels.

PROCEDURE: 1) Go over the short conversations on p. 72 of ESH-H&S. Have students practice in pairs and then do the fill-in exercise on p. 73. Have them role play asking for a prescription.

2) Discuss different kinds of medication and how prices can sometimes be affected by the type of label a product has. The conversations on pp. 76 and 78 of ESH-H&S may be helpful for this. Have students review making comparisons by completing the exercises on pp. 77 and 79.

3) Turn to p. 11 in L&C and have students take a few minutes to study it. Have a general discussion on the topic of brand names and store or generic brands. How they feel about the prices and quality of these products?

4) Review the Words to Know on p. 1 of BRLES. Have students read pp. 2-3 silently and have them do Activity 1 on pp. 3-4 in pairs or groups of three. Have a few students volunteer to read the short passage on p. 5 aloud. Do Activity 2 as a class. Have students complete the Check Your Understanding exercise individually.

- 5) Samples of warnings found on medicine labels can be found on p. 80 of ESH-H&S. Go over each one and answer the questions. Pair students off and have them work on the rewording exercise on p. 81.

INSTRUCTIONAL MATERIALS: English Spoken Here-Health and Safety, pp. 72-73, 76-81;  
Lifeskills and Citizenship, p. 11;  
Building Real Life English Skills, pp. 1-6.

- EVALUATION:
- 1) role play: asking for a prescription;
  - 2) matching exercise: over-the-counter medicines (L&C, p. 11);
  - 3) Check Your Understanding exercise (BRLES, p. 6).

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (13)

LEVEL: B

UNIT TOPIC: Health

TOPIC FOR THIS LESSON PLAN: Emergencies and Simple First Aid

INSTRUCTIONAL MATERIALS: 1) to identify the procedures to locate emergency numbers and to place emergency calls;  
2) to locate agencies that provide emergency help and how to effectively use them;  
3) to interpret procedures for simple first aid.

CONTENT: 1) calling for emergency help: 911 and other important numbers;  
2) reporting an emergency: fire, injury, robbery;  
3) administering simple first aid.

PROCEDURE 1) Look at the pictures on p. 7 of L&C. Discuss the situations and what the students would do in each. Go over the matching exercise orally and have them find out the information on the bottom of the page for homework.

2) Turn to pp. 100-101 in ESH-H&S and review the different ways of reporting an emergency. Read the conversations as a class and then have students practice in pairs. There are more of these conversations on pp. 102-103. On p. 104 is a chart of emergency telephone directions. Go over them and make sure students understand by having them role play an emergency call. They should also know how to obtain emergency telephone numbers for the situations outlined on the bottom half to the page. More practice with emergency calls can be found on p. 66 of EACII, with an emergency telephone number list to be filled in on p. 67.



- 3) The reading passage on p. 71 of LL3 can be used as a listening activity. Read the two paragraphs aloud two or three times, and then ask the True/False questions orally.
- 4) Take a first aid kit to class. Show students each item and ask them what they think it is used for. Discuss each item briefly and review procedures for simple first aid.

INSTRUCTIONAL MATERIALS: Lifeskills and Citizenship, p. 7;  
English Spoken Here-Health and  
Safety, pp. 100-104;  
English for Adult Competency II,  
pp. 66-67;  
Lifelines 3, p. 71;  
First Aid kit.

EVALUATION: 1) role play: calling to report an emergency;  
2) listening activity (LL3, p. 71);  
3) correct identification of at least three  
first aid items and their use.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (14)

LEVEL: B

UNIT TOPIC: TRANSPORTATION

TOPIC FOR THIS LESSON: Maps and Signs

INSTRUCTIONAL OBJECTIVE: 1) to interpret highway and road signs;  
2) to recognize and use signs related to transportation;  
3) to ask for, give, follow or clarify directions;  
4) to interpret maps;  
5) to use maps relating to travel needs.

CONTENT: 1) road signs;  
2) community maps;  
3) road maps.

PROCEDURE: 1) Use the Reading exercise on p. 27 of LL3 as a reading or listening activity. Have students read or listen to the passage and answer the questions on the bottom of the page. Go over the answers orally.

2) Read the conversation between Juan and Carlos on p. 28 of LL3. Have students trace the path for the directions that Carlos gives on the map on the top of the page. Divide the class in half and have each section take on one of the roles of the dialog. Have individual students volunteer to practice the conversation in front of the class. Go over the model on giving directions. Have students work in pairs to give each other directions to the destinations provided. Write out the instructions as per the exercise on p. 29. Repeat with the exercises on p. 30-31.

3) have student form groups of four or five. Give them road maps of states such as those distributed by the American Automobile Association (AAA). Pick any two cities and have them determine the most direct way to

get from one to the other. A spokesperson should be chosen to explain the route to the rest of the class or role play giving each other directions.

- 4) Turn to p. 35 in LL3 and review the traffic signs. As an out of class assignment, students can write down all or at least ten of the signs they see on their way from home to class. Go over the dialog on p. 36 and have students practice in pairs. Do the Practice exercise and the model on p. 37 as a class activity. Go over the model on p. 38 and have students work in pairs to give directions using the map given. Have them write out the instructions on p. 39 as well. Additional practice in map reading and giving oral and written directions can be found on pp. 40-41 and in the conversations on pp. 76-78 of EACII.
- 5) The dialog on p. 88 of EACII is a good lead-in to road signs. Review the conversation and have students repeat. The practice section provides additional expressions and vocabulary. Go over the road signs on p. 89 one by one. Have students add other signs they may have seen on the road.

INSTRUCTIONAL MATERIALS: Lifelines 3, pp. 27-31, 35-41;  
English for Adult Competency II,  
pp. 76-78, 88-89;  
Road Maps.

EVALUATION: 1) reading/listening activity (LL3, p. 27);  
2) role play: asking for and giving directions from a map;  
3) correct identification of fifteen out of the seventeen road signs on p. 89 of EACII.

ADDITIONAL ACTIVITIES: Have students form groups of two to four. Tell them that you have been working very hard and as a result, you have not had time to plan your vacation. Have them pick a spot that they think you would like and ask them to give you explicit directions as to how to get there. They should also make note of mileage and approximate expenses.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (15)

LEVEL: B

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Schedules and Fares

INSTRUCTIONAL OBJECTIVE: 1) to interpret transportation schedules and fares;  
2) to interpret clock time;  
3) to calculate with units of time.

CONTENT: 1) bus/train schedules and fares;  
2) traveling by bus or train.

PROCEDURE: 1) Conversations about bus information begin on p. 79 of EACII. Go over the first dialog and have students practice. If desired, have them call the local bus company or station to request specific information. The Practice section on p. 80 gives additional vocabulary and expressions. Have students role play asking for information.

2) Study the bus schedule on p. 81 of EACII. Have students answer the questions below individually and then go over the answers orally. LL2, pp. 35-38, provides additional practice with bus schedules. Review telling time and calculating with units of time. The exercise on p. 36 can be adapted so the students have to tell how long it takes to get from one location to another. Do the role play activity on p. 38.

3) Practice asking for train information by turning to p. 31 of LL2. Go over the conversation between the agent and the caller. Have students practice the dialog and then the model below so the Practice activity can be done as a class or with a partner. Practice making train reservations on pp. 33-34 of LL2 and bus reservations on p. 82 of EACII. Role play making reservations.

INSTRUCTIONAL MATERIALS: English for Adult Competency II,  
pp. 79-82;  
Lifelines 2, pp. 31, 33, 35-38.

- EVALUATION:
- 1) role play: asking for information about bus schedules;
  - 2) correct calculation of departures and arrivals as taken from a bus schedule (LL2, p. 36);
  - 3) role play: traveling from one city to another (LJ2, p. 38);
  - 4) role play: making reservations.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (16)

LEVEL: B

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Automobiles and Driving

INSTRUCTIONAL OBJECTIVE: 1) to interpret permit and license requirements;  
2) to identify regulations and procedures to obtain a driver's license;  
3) to interpret information related to automobile maintenance;  
4) to recognize what to do in case of automobile emergencies;  
5) to interpret information about traffic tickets.

CONTENT: 1) driver's license: regulations and requirements;  
2) automobile vocabulary (review);  
3) automobile maintenance and repairs;  
4) automobile emergencies;  
5) traffic tickets.

PROCEDURE: 1) Discuss the requirements for obtaining a driver's license, using the sample application on p. 91 of EACII. State issued driver's handbooks can be used to review particular requirements for different localities. Use the reading passage on p. 139 of SOS as a listening activity. Go over the questions orally.

2) Turn to the dialog on p. 83 of EACII. Have students read it and practice the expressions on the bottom half of the page. Use the Visual on p. 84 to review automobile vocabulary. Read the conversation about emergency repairs on p. 85. Have students volunteer to take on a role and read the dialog in front of the class. A Blowout, on p. 86, concerns telling about an event. Have students practice the conversation and review the items under the Practice section on pp. 86-87. The Reading Activity on p. 87 can be

done as a listening exercise if desired. Role play obtaining help for an automobile emergency.

- 3) Talk about getting tickets. Has anyone in the class every received one? Is there a difference in traffic violations between the United States and the students' native countries? Conversations dealing with tickets can be found on p. 90 of EACII and p. 142 of EXP2. The dialog on p. 143 of EXP2 discusses other traffic violations. Turn to the traffic ticket on p. 89 of L&C. Discuss the ticket and answer the questions orally. Have students role play getting a traffic ticket.

INSTRUCTIONAL MATERIALS: English for Adult Competency II, pp. 83-87, 90-91;  
Speaking of Survival, p. 139;  
Expressways 2, pp. 142-143;  
Lifeskills and Citizenship, p. 89.

- EVALUATION:
- 1) correct identification of at least four requirements for obtaining a driver's license;
  - 2) listening activity (SOS, p. 139);
  - 3) role play: automobile emergencies;
  - 4) role play: getting a traffic ticket.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (17)

LEVEL: B

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Job Ads and Applications

- INSTRUCTIONAL OBJECTIVES:
- 1) to identify strategies for applying for a job;
  - 2) to identify and use sources of information about job opportunities;
  - 3) to identify appropriate skills and education for getting a job;
  - 4) to read and interpret newspaper want ads relating to employment;
  - 5) to identify and interpret the components of a job application form;
  - 6) to fill out a sample job application form.

- CONTENT:
- 1) vocabulary used in help wanted ads;
  - 2) abbreviations used in ads;
  - 3) job descriptions;
  - 4) components of a job application:

personal data	references
educational background	military service
work experience	job interests/skills

- PROCEDURE:
- 1) Look at the job descriptions on p. 46 of L&C. Have students volunteer to read them aloud and review any unfamiliar vocabulary, if necessary. Match the descriptions to the job positions on the bottom of the page. Go over the salary charts on p. 47. Answer the questions and discuss the different types of jobs.
  - 2) Go over the conversation between Jose and Roberto on p. 134 of ESH-GS. Have students repeat as a group and then practice in pairs. Turn to the ads on p. 138. Review them and



answer the corresponding questions. More examples of job ads can be found in EAC II, p. 135. Local newspapers with classified sections can be used as well.

- 3) Turn to pp. 58-63 of BRLES. Review the abbreviations in the Words to Know section and go over Activity 7 orally. Have students work in pairs to complete Activity 8 in class. Activities 9 and 11 can be done in class or as a homework assignment.
- 4) Use the local newspaper's classified advertising section to do Activity 10. Students can do this in groups of four. Have them share the information with the rest of the class. To wrap up, have students do the Check Your Understanding exercise on p. 63 of BRLES without looking at their books or notes.
- 5) Go over the step-by-step explanation of job application forms in BRLES, pp. 130-140. Have students fill in the blanks with their own data. Before filling out the sample forms provided, have students turn to p. 31 of HGJ. Here students are given tips for filling out applications. Have them volunteer to read different paragraphs aloud. Review following instructions (p. 32) and common problems (p. 33). Have students work in pairs or small groups to complete Activity 18 on p. 33. Have them review the information on pp. 34-35 before turning to Activities 19 and 20 (pp. 36-38).
- 6) Have students fill out sample job application forms and exchange them to make sure they have been completed correctly.

INSTRUCTIONAL MATERIALS: English Spoken Here-Getting Started, pp. 134, 138-139;  
English for Adult Competency II, p. 135;  
Lifeskills and Citizenship, pp. 46-47;  
Building Real Life English Skills, pp. 58-63, 130-140;  
How to Get a Job and Keep It, pp. 31-38;  
Classified advertising section of the local newspaper;  
Sample job application forms.

- EVALUATION:
- 1) Job Description matching exercise (L&C, p. 46);
  - 2) completion of want ad activities (BRLES, Activities 8 and 10);
  - 3) Check Your Understanding exercise (BRLES, p. 63);
  - 4) correct filling out of sample job application form.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (18)

LEVEL: B

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Job Interviews

INSTRUCTIONAL OBJECTIVE: 1) to recognize standards of behavior for job interviews;  
2) to select appropriate questions and responses during job interviews;  
3) to identify appropriate behavior and attitudes for getting a job.

CONTENT: 1) appropriate dress and behavior for interviews;  
2) questions commonly asked in interviews.

PROCEDURE: 1) Have students look at the Visual on pp. 139 of EACII. Have them point out what is appropriate and what is not in each applicant. Make a list of "Do's and Don'ts" for interviews to be put up on the board. Have students role play some of these situations.

2) Read the conversations on pp. 42-43 of EXP2. Have students repeat the main dialog. Review any unfamiliar vocabulary and go over the expressions in the gray box. Do the substitution exercises on the bottom of the page as a class. Then have students practice them in pairs.

3) Turn to the sections on Job Interview Techniques in BRLES. Review the Words to Know on p. 141. Have different people volunteer to read sections of the text that follows. Discuss the information and have students add to the lists if they can.

4) Turn to Activity 9 on p. 142 and have students complete the checklist. Pair them off to do Activities 10 and 11. Go over each exercise as a class and have students defend their answers. To summarize, have them do the Check Your Understanding exercise on p.

145. (This should be done on an individual basis.)

- 5) For more practice with interview conversation strategies, have students review the dialogs on pp. 44-45, and especially p. 46, of EXP2. This can be done as a class activity or in pairs for students to maximize their interacting skills during an interview.
- 6) Have students pick an ad or a description for a job that would interest them and begin the role play process. The chain method can be used to pair students off. Randomly, select one student to be the applicant. The teacher will be the first interviewer. "Perform" the interview in front of the whole class. Have the audience take notes and discuss the interview. The applicant will then become the interviewer and will randomly select a new applicant. Repeat the process until everyone has been interviewed. For variation in the activity, there can be more than one interviewer.

INSTRUCTIONAL MATERIALS: English for Adult Competency II,  
p. 139;  
Expressways 2, pp. 42-47;  
Building Real Life English Skills,  
pp. 141-145.

- EVALUATION:
- 1) identification of at least three appropriate and inappropriate behaviors during a job interview;
  - 2) Check Your Understanding exercise (BRLES, p. 145);
  - 3) role play: the job interview.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (19)

LEVEL: B

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Wages and Benefits

INSTRUCTIONAL OBJECTIVES: 1) to interpret wages, wage deductions and benefits;  
2) to identify information found on paycheck stubs.

CONTENT: 1) wages: hourly, weekly, annual;  
2) deductions/benefits;

PROCEDURE: 1) Introduce the topic of paychecks by reading the conversation on p. 79 of EXP2 aloud. Make sure students understand the vocabulary as well as the alternate expressions in the gray box. Have them repeat once or twice as a group, and then divide them in half and have each side take on a role. Individual volunteers should feel free to use the alternate expressions. Do the first exercise on the bottom of the page with the class. Have pairs of students come up to the front of the class to act out the next four situations.

2) Turn to p. 50 in SUW. Have students study the paycheck and stub. The following pages explain the stub in greater detail. Review the definitions on p. 52, making sure that students can relate them to the sections in the pay stub. Do the matching exercise as a class activity. Have students work in twos or threes to complete the exercises under Practice 2 (pp. 53-54). Go over the answers orally.

3) Review the formulas on the bottom of SUW, p. 54. These will help students verify their pay. Do exercise A as a class activity and have students do B individually. Have students use a real paycheck stub to answer the questions on pp. 55-56 (Using What You've

learned). Solve the problem on the bottom of p. 56 as a class activity.

- 4) Another type of deduction that will affect many paychecks is related to benefits. SUW, p. 118, gives a rather concise summary of what these benefits entail. This can be done as a reading or a listening activity, or a combination of both, depending upon the teacher's preference. Have students read (or listen to) the passage and answer the True/False statements on pp. 118-119. Have students use the questions on the bottom of p. 119 and work in pairs to interview each other about their benefits. An expanded passage on Workmen's Compensation can be found on p. 52 of L&C. Have students read, discuss and answer the questions on the bottom of the page.

INSTRUCTIONAL MATERIALS: Expressways 2, p. 79;  
Speaking Up At Work, pp. 50-56,  
118-119;  
Lifeskills and Citizenship, p. 52.

EVALUATION: 1) correct interpretation of a paycheck and its stub;  
2) correct identification of the various deductions made by employers;  
3) accurate explanation of at least five types of benefits.

# LEVEL C

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

COMPETENCIES	CASAS #	***** Number	LESSON Subtopic	***** PLANS Instructional Materials	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES
Introduce oneself and/or a friend to someone else.		1	Greetings and Introductions	a) Expressways 2, pp. 2-3 b) Lifelines 4, pp. 1-3	a) Expressways 3, pp. 2-4
Hold a short conversation with someone else, exchanging personal information.					
Give appropriate responses or make appropriate comments in situations requiring thanks, apologies, or excuses.		2	Thanking and Apologizing Making Excuses	a) Expressways 2, pp. 19, 98 b) Lifelines 4, pp. 7-11 c) Building Real Life English Skills, p. 103	
Write thank you letters/notes.					

2.0 TOPIC: MONEY AND BANKING

Interpret interest or interest-earning savings plans.	1.0.3	3	Loans and Credit	a) Lifeskills and Citizenship, pp. 29, 34, 59-60, 62 b) Expressways 2, pp. 134-135, 137 c) Lifelines 4, pp. 15-20 d) Building Real Life English Skills, pp. 182-187	a) English for Adult Competency II, pp. 156-157
Interpret information about the types of loans available through lending institutions.	1.8.4				
Interpret information about housing loans.	1.4.6				
Interpret credit applications and recognize how to use and maintain credit.	1.2.2				
Fill out credit applications.					
Interpret bills.	1.5.3				

3.0 TOPIC: FOOD AND SHOPPING

Interpret recipes.	1.1.1	4	Recipes and Food Labels	a) Expressways 2, pp. 36-37 b) Building Real Life English Skills, pp. 13-19, 29-35 c) Lifeskills and Citizenship, p. 42	a) Expressways 3, pp. 36-37
Interpret food packaging labels.	1.6.1				
Interpret nutritional and related information listed on food labels.	3.5.1				



<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** Number</u>	<u>L E S S O N Subtopic</u>	<u>P L A N S *** Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Interpret data given in a graph.	6.7.2	5	Comparison Shopping	a) Building Real Life English Skills, pp. 64-85 b) Lifeskills and Citizenship, pp. 38-39, 42-45, 58 c) English for Adult Competency II, pp. 124-125 d) Ads from Newspapers and Magazines	a) Lifelines 4, pp. 35-40
Interpret advertisements, labels on charts to select goods and services.	1.2.1				
Compare price quality to determine the best buys for goods and services.	1.2.2				
Compare different methods used to purchase goods and services.	1.3.1				
Use catalogs, order forms and related information to purchase goods and services.	1.3.4				
Interpret product guarantees and warranties.	1.7.1	6	Consumer Protection	a) Building Real Life English Skills, pp. 94-100, 104-105, 110-120 b) Lifeskills and Citizenship, pp. 63, 93 c) Expressways 2, pp. 162-163	a) Expressways 2, pp. 165-169 b) Expressways 3, pp. 43, 45
Identify procedures the consumer can follow if merchandise is defective or inappropriate.	1.6.3				
Identify consumer protection resources available when confronted with fraudulent tactics.	1.6.2				
Effectively handle a complaint over the telephone					
Write a letter of complaint to a manufacturer or dealer.					

6.0 TOPIC: HEALTH

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** L E S S O N</u> <u>Number Subtopic</u>	<u>P L A N S ***</u> <u>Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/</u> <u>RESOURCES/ACTIVITIES</u>
Identify and use necessary medications;		7 Medicine and Emergencies	a) Lifeskills and Citizenship, pp. 11-12 b) English in Everyday Life 2, pp. 109-110, 115 c) English for Adult Competency II, p. 66	
Interpret medicine labels.	3.3.2			
Identify items used for conducting first aid in an emergency situation.				
Identify solutions for emergencies.				
Interpret procedures for simple first aid.	3.4.3			
Identify the procedures to locate emergency numbers and to place emergency calls.	2.1.2			

7.0 TOPIC: TRANSPORTATION

Interpret maps.	1.9.4	8 Maps and Signs	a) Building Real Life English Skills, pp. 250-269 b) Lifelines 3, pp. 36-42 c) Expressways 2, pp. 22-25 d) School Map e) Colored Paper for Invitations	a) Real-Life English 3, pp. 26-37
Use maps relating to travel needs.	2.2.5			
Interpret highway and road signs.	1.9.1			
Recognize and use signs related to transportation.	2.2.2			
Ask for, give, follow or clarify directions.	2.2.1			
Write an invitation to an event at one's home.				
Interpret information related to the selection and purchase of a car.	1.9.5	9 Purchasing a Car	a) Lifelines 4, pp. 21-32 b) English for Adult Competency II, pp. 84, 86-87 c) Classified Ads from the Local Newspaper	a) Real-Life English 3, p. 120
Interpret information related to automobile maintenance.	1.9.6			
Interpret information about automobile insurance.	1.9.8			

8.0 TOPIC: EMPLOYMENT

<u>COMPETENCIES</u>	<u>CASAS #</u>	<u>*** Number</u>	<u>LESSON Subtopic</u>	<u>PLANS *** Instructional Materials</u>	<u>SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES</u>
Interpret job applications, resumes and letters of application.	4.1.2	10	Getting a Job	a) Lifelines 4, pp. 97-100 b) Building Real Life English Skills, pp. 121-140	
Compile personal information to write a resume.					
Recognize standards of behavior for job interviews.	4.1.5	11	Job Interviews	a) English for Adult Competency II, p. 139 b) Building Real Life English Skills, pp. 142-145 c) Expressways 2, pp. 44-46 d) Classified Ads from the Local Newspaper	
Select appropriate questions/responses during job interviews.	4.1.5				
Identify appropriate behavior, attitudes and social interaction for keeping a job and getting a promotion.	4.4.1	12	On the Job	a) Lifelines 3, p. 77-78 b) English Spoken Here-Life in the United States, pp. 68-85 c) Expressways 2, p. 145	a) Expressways 2, pp. 108-115
Identify appropriate skills and education for keeping a job and getting a promotion.	4.4.2				
Interpret job responsibilities and performance reviews.	4.4.4				

9.0 TOPIC: CIVICS/U.S. GOVERNMENT

Identify basic vocabulary associated with income taxes.		13	Income Taxes	a) Lifeskills and Citizenship, pp. 54-55 b) Building Real Life English Skills, pp. 188-189 c) Current Tax Tables and Forms	
Identify different forms used in filing income taxes.					
Interpret income tax forms.	5.4.1				
Interpret tax tables.	5.4.3				
Fill out a sample income tax form.					

**COMPETENCIES****CASAS #****\*\*\* \* L E S S O N  
Number Subtopic****P L A N S \*\*\* \*  
Instructional Materials****SUPPLEMENTARY MATERIALS/  
RESOURCES/ACTIVITIES**

Identify the basic requirements for becoming a citizen of the United States.

14 Citizenship and Voting

a) Lifeskills and Citizenship, pp. 69-70, 72-73, 82-83  
b) Skill Sharpeners 4, p. 38  
c) Building Real Life English Skills, p. 166

a) Voter's Registration Forms and Ballots

Explain the process for becoming a citizen.

Identify the type of information that will be asked on the citizenship test.

Identify voter qualifications. 5.1.1

Interpret a voter registration form. 5.1.2

Interpret a ballot. 5.1.3

206

207

FAMILY ENGLISH LITERACY NETWORK PROGRAM

LESSON PLAN (1)

LEVEL: C

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVE: 1) to review greetings;  
2) to identify individual needs;  
3) to introduce oneself and/or a friend to someone else;  
4) to hold a short conversation with someone else, exchanging personal information.

CONTENT: 1) greetings and introductions;  
2) describing what's been happening in your life.

PROCEDURE: 1) The teacher introduces him/herself and goes around the class having students introduce themselves. Go over formulas as for greetings using EXP2, pp. 2-3. Have students break into pairs or small groups to practice and get to know each other.

2) Give students FELN Needs Assessment handout. Explain any vocabulary they do not understand using mime or demonstrating action. Have them fill in the information and have a short discussion about what they feel is most important in each category.

3) Brainstorm with the students to come up with a list of adjectives that describe personalities (e.g., agreeable, beautiful, nice, etc.) Each student should then associate his/her first name with an adjective that begins with the same letter. Use your own name for example (e.g., Joyful Judy). Have the students seated in a circle and ask "Who has a good memory?". This person will be last, and the teacher should sit on his/her left. The teacher then points to him/herself and says: "Joyful Judy", for example. The student on his/her left says: "Joyful Judy, Agreeable Ada" The next student looks at

each individual says the name and adds his/her own name to the list, e.g., "Joyful Judy, Agreeable Ada, Nice Norman." This continues around the circle until the last student, and then the teacher, state everyone's adjective and name.

- 4) Give each student a blank 3" x 5" index card. Have them number 1 to 3. Demonstrate on the board using yourself as an example.

1. Milwaukee, Wisconsin - birthplace
2. November 15th - birthday
3. 1 daughter - children

Be sure that they do not put their names on the cards. When they have finished, collect and redistribute the cards at random. Tell the students that they will have to find the person who belongs to the card that they now hold, write his/her name on the card, and introduce his/her new friend to class. To do this they must formulate and ask appropriate questions

e.g.,

- 1) Were you born in Milwaukee, Wisconsin?

Yes, I was.  
No, I wasn't.

- 2) Is your birthday November 15th?

Yes, it is.  
No, it isn't.

- 3) Do you have one daughter?

Yes, I do.  
No, I don't.

Have the students stand up and circulate, conversing. When the card owners have been identified they can then introduce each other, stating name and one interesting aspect. e.g., "Class, I'd like you to meet (this is) Ada. She was born in Tequigalpa, Honduras."

- 5) Have students listen to and/or read the passage in LL4, p. 1 about how Americans greet their friends. (The first reading passage of the LL4 chapters can usually be adapted for listening activities.) Have them answer the True/False questions that follow

and discuss whether or not they agree with what the passage says. Have them share their experiences in terms of greeting customs in their countries and what they have encountered in the United States. Are greetings between two Americans the same as those between, say an American and a Cuban or a South American?

- 6) Present the dialog about greeting an old friend, on p. 2 of LL4. Teacher should read once or twice or play taped version. Ask students questions about the dialog to check their comprehension. Have the students open the books and read the dialog silently for a moment before repeating it as they listen and read along. Practice the example and model dialogs on pp. 2-3. Have the students practice with a partner while the teacher circulates, eavesdropping for pronunciation/intonation/grammatical errors. Put common errors on the blackboard for correction reinforcement. As you circulate, encourage the students to ask you questions about their doubts or insecurities. Do not comment on noted errors until students have completed a model.
- 7) Divide the class in half and have each section count off as a means of "randomly" pairing the students. If there is an odd number, teacher should work with the partnerless student. Have them write a dialog reenacting the meeting of two friends to be performed in front of the class. Then have them act out their conversations. Written dialogs can be turned in to give the teacher an idea of how well students write in English.

INSTRUCTIONAL MATERIALS: Expressways 2, pp. 2-3;  
Lifelines 4, pp. 1-3;  
Blank index cards.

EVALUATION: 1) oral presentation: introducing a friend;  
2) listening activity (LL4, p. 1);  
3) written dialog.

FAMILY ENGLISH LITERACY NETWORK PROGRAM

LESSON PLAN (2)

LEVEL: C

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Thanking and Apologizing/Making  
Excuses

INSTRUCTIONAL OBJECTIVE: 1) to give appropriate responses  
or make appropriate comments in  
situations requiring thanks,  
apologies or excuses;  
2) to write thank you notes/  
letters.

CONTENT: 1) thanking/expressing appreciation or gratitude,  
orally and in writing;  
2) apologizing and making excuses.

PROCEDURE: 1) Discuss situations that require thanking or  
expressing gratitude. Have students share  
what they would say or how they would act.  
To review introductions and integrate  
thanking, review the dialog on p. 98, EXP2.  
Read the dialog once or twice and have  
students repeat. Show them how expressions  
in the gray boxes can be substituted into the  
dialog. Have students practice these  
expressions with the original dialog before  
moving to the exercises with new situations.  
Students can work in pairs to practice the  
substitutions that will have to be made.  
Once students are familiar with the dialog, a  
completion exercise can be made using the  
blackboard or overhead projector:

A. Oh, \_\_\_\_\_. You \_\_\_\_\_.  
B. Yes, \_\_\_\_\_ right.

A. Let \_\_\_\_\_. I'm \_\_\_\_\_, your \_\_\_\_\_.  
B. Nice \_\_\_\_\_. My \_\_\_\_\_.

A. Tell \_\_\_\_\_, when \_\_\_\_\_ in?  
B. Yesterday.

A. Well, if \_\_\_\_\_. Please \_\_\_\_\_.



B. Thanks \_\_\_\_\_. I \_\_\_\_\_.

- 2) Move to dialog in LL4, p. 8. Have students practice reading using the model provided. The Complete writing exercise on the bottom of the page should be a precursor to writing a more formal thank you note. Have students take one of the five sentences to use as a basis for writing the letter. Discuss what could be added to the bare sentence to expand it into a note or a letter. Have them write the actual letter for homework. The format from BRLES, p. 103, can be used. They may need some class time to get started.
- 3) Discuss telephone etiquette in the U.S. What do people say when they have dialed the wrong number? Compare this to customs in other countries. Work with EXP2, p. 19, in the same manner as outlined above.
- 4) Go over the passage on p. 7 of LL4 and discuss making apologies and excuses. Have students do the practice exercises in LL4, p. 11. Students should pick a partner and make up a situation in which they would be required to make apologies and excuses. This can be acted out in front of the class.

INSTRUCTIONAL MATERIALS: Expressways 2, p. 19, 98;  
Lifelines 4, p. 7-11;  
Building Real Life English Skills,  
p. 103.

EVALUATION: 1) written thank you letter;  
2) role play: apologizing and/or making  
excuses.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (3)

LEVEL: C

UNIT TOPIC: Money and Banking

TOPIC FOR THIS LESSON: Loans and Credit

INSTRUCTIONAL OBJECTIVE: 1) to interpret interest or interest earning savings plans;  
2) to interpret information about the types of loans available through lending institutions;  
3) to interpret information about housing loans;  
4) to interpret credit applications and recognize how to use and maintain credit;  
5) to fill out credit applications;  
6) to interpret bills.

CONTENT: 1) interest rates;  
2) types of loans and terms associated with them;  
3) credit applications.

PROCEDURE: 1) Discuss different types of accounts offered by banks. Look at the chart of savings plans on p. 34 of L&C. Have students study the terms associated with each plan and list advantages and disadvantages of each. Answer the questions on the bottom of the page as part of the discussion. Turn to p. 134 in EXP2 and read the conversation aloud. Have students volunteer to read it as well. Review the alternative expressions in the gray box. Go over the first substitution exercise with the whole group, then have them work in pairs to practice the rest.

2) Use the Reading passage on p. 15 of LL' as a listening exercise. Read it aloud once or twice and have students summarize the main ideas before opening their books and answering the True/False questions. Discuss the questions at the top of the page. Have two students volunteer to read the dialog

between Mr. Pierre and the loan officer on p. 16. Study the rate chart in the middle of the page and go over the questions under it. Discuss the three situations on the top of p. 17 as well. Have students work in pairs to do the Complete exercise on p. 17. For further practice with selecting a loan, turn to p. 62 of L&C. Have students read the situation, study the charts and answer the questions. Turn to the conversation on p. 135 of EXP2 for further practice in applying for a bank loan. Have students work in pairs and have volunteers act out the exercises in front of the class.

- 3) Go back to p. 18 of LL4 for loan applications. Go over the filled out application and have students answer the questions on p. 19. Then have them fill out the sample form on p. 20.
- 4) Turn to p. 29 of L&C. Have students read the explanation under the figures. Then have them study the information contained in the house as well as the monthly bank statement. Answer and discuss the questions on the bottom of the page.
- 5) What does it mean to buy on credit? How many students have credit cards? How many credit cards do people have on the average? What types? Discuss the advantages/disadvantages of buying on credit. Review the vocabulary in the Words to Know box on p. 182 of BRLES. Go over the parts of a credit card application on p. 183 and answer the questions about the sample on pp.184-185. Have students work on Activity 13 individually, pretending that it is five years into the future. Read the information on the bottom of p. 186 and fill in the students loan application as a group.
- 6) For additional practice in filling out credit applications, students can work on p. 59 of L&C. The next page gives additional information about the terms of credit agreements as well as a sample of a monthly bill. Make sure the students have a general understanding of the terms of this particular credit agreement before analyzing the bill and answering the questions. What is the current rate for most major credit cards? Are there annual fees? Have students discuss their own experiences about applying for and using credit.

INSTRUCTIONAL MATERIALS: Lifeskills and Citizenship, pp.  
29, 34, 59-60, 62;  
Expressways 2, pp. 134-135, 137;  
Lifelines 4, pp. 15-20;  
Building Real Life English Skills,  
pp. 182-187.

- EVALUATION:
- 1) correct interpretation of information from an interest rate chart;
  - 2) role play: applying for a loan;
  - 3) correct filling out of loan application (LL4, p. 20);
  - 4) correct identification of at least five terms associated with credit applications;
  - 5) correct filling out of credit application;
  - 6) correct interpretation of monthly bill.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (4)

LEVEL: C

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Recipes and Food Labels

INSTRUCTIONAL OBJECTIVE: 1) to interpret recipes;  
2) to interpret food packaging labels;  
3) to interpret nutritional and related information listed on food labels.

CONTENT: 1) recipe sharing;  
2) following directions;  
3) food labels and nutritional information.

PROCEDURE: 1) Introduce the topic of cooking by getting input from the students on who likes to cook, favorite recipes, etc. Compare meals and the use of recipes across cultures. If students have cookbooks at home, suggest that they bring in examples for demonstration. Present the dialogs in EXP2, pp. 36-37. Have the students practice in pairs. Turn to BRLES, pp. 29-35. Go over the vocabulary and abbreviations on p. 29. Have the students work in class on the activities, pp. 30-35.

2) Distribute large index cards. Instruct the student to take them home and write down straight-forward directions for a favorite recipe. Let them know that these will be used for a dictation the following day, so they should be clear and not too long. The next day in class go over the recipes, and choose the best ones for a dictation. Have the students form groups of three or four. One student will dictate his/her recipe to the others, checking for understanding. The other students should indicate their comprehension, or ask for clarification/repetition. If feasible, assemble revised recipes in a duplicatable format and later present the students with a "Class Cookbook".

- 3) An additional possible activity is to cook something in class. Keep your eye out for easy recipes that would be appropriate. With actual recipes, student groups can come up with shopping lists. Each student could be assigned an ingredient to contribute on the day of the meal. During the cooking activity, the teacher should circulate, checking that student groups are following/clarifying directions, and that everyone has a role. Don't forget the plates and utensils. Enjoy!
- 4) As a warm-up activity, ask students if they read labels on food products. On the blackboard, write a brainstorm list of things that they have seen on labels. Direct the students' attention to L&C, p. 42. They can work in pairs to answer the questions. Next turn to BRLES, pp. 13-19. Go over the vocabulary on pp. 13-14. Have them work on the label exercises. Use their responses to p. 19, as an evaluation check. Have the students bring in a food label from home. They can practice asking and answering questions about the product.

INSTRUCTIONAL MATERIALS: Expressways 2, pp. 36-37;  
Building Real Life English Skills,  
pp. 13-19, 29-35;  
Lifeskills and Citizenship, p. 42;  
Large index cards.

EVALUATION: 1) written recipe;  
2) Check Your Understanding exercises (BRLES,  
p. 19).

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (5)

LEVEL: C

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Comparison Shopping

INSTRUCTIONAL OBJECTIVES:

- 1) to interpret data given in a bar graph;
- 2) to interpret advertisements, labels or charts to select goods and services;
- 3) to compare price or quality to determine the best buys for goods and services;
- 4) to compare different methods used to purchase goods and services;
- 5) to use catalogs, order forms and related information to purchase goods and services.

CONTENT:

- 1) bar graphs;
- 2) advertisements: types and techniques used;
- 3) product labels;
- 4) comparing prices;
- 5) unit pricing (review);
- 6) ordering from a catalog.

PROCEDURE:

- 1) Have students study the bar graph of how people spend their money on p. 38 of L&C before going over it orally. Answer the True/False questions and discuss how the percentages on the graph compare to the students' own spending of money. Do they agree or disagree with the categories outlined? Where would they make changes?
- 2) Begin a general conversation about advertisements: where they can be found, what information they contain, how they can help the consumer. Turn to BRLES, pp. 64-77. Review the vocabulary in the Words to Know box on p. 64. Have students read the next few pages silently, marking any unfamiliar words for later discussion. Go over the

passage by having different students read portions of it aloud. Discuss the general ideas about ads on the bottom of p. 65 and have students offer their own examples of ads that fit the descriptions. Also talk about the differences (if any) between ads on paper and radi./television commercials. Have students look at the ads in Activity 1 and answer the questions on pp. 67-68. Break them up into small groups to work on Activities 2-6. Each group can be assigned a specific exercise to work on and then report to the class about the particular techniques used. Have students work on the Buf-Oxal ad on p. 76 individually and then discuss the difference between facts and opinions. Do the Check Your Understanding exercise on p. 77 as a class.

- 3) The supermarket ads on p. 39 of L&C show the same products at different prices and/or quantities. Have students work in pairs or small groups to answer the questions and determine which store has the best prices. This activity can be redone with ads from local supermarkets to see which one offers the best buys. The exercise on p. 43 in a review of comparatives/superlatives within the context of supermarket ads. Review unit pricing on p. 44 as well, as a means of comparative shopping.
- 4) Turn to the Special Offers handout from BRLES, pp. 78-85. Go over the vocabulary in the Words to Know box. Review the subscription offer that follows and answer the questions on the bottom of p. 79. Have students work on the record and tape club offers in groups of three or four. Has anyone in the class ever joined a similar club? Was it worth it? Go over the coupon savings section, starting on p. 83 of the handout. How many students use coupons? Are they worth the trouble of cutting out? What are some sources of coupons? Have students complete the Check Your Understanding exercise on p. 85 as a vocabulary review.
- 5) Turn to p. 58 in L&C for information on ordering from a catalog. Have students review the all-weather coat ad including the size information and the accompanying order form. Have them work in pairs to answer the questions on the bottom of the page. Have them fill out the sample order form on pp. 124-125 of EACII. Bring in different catalogs. Give students a budget and have them work in small groups to determine the items they want or need to purchase.



INSTRUCTIONAL MATERIALS: Building Real Life English Skills,  
pp. 64-77, 78-85;  
Lifeskills and Citizenship, pp.  
38-39, 42-45, 58;  
English for Adult Competency II,  
pp. 124-125;  
Ads from newspapers and magazines.

- EVALUATION:
- 1) correct interpretation of information given in bar graph form;
  - 2) correct identification of at least three advertising techniques;
  - 3) selection of a particular supermarket based upon prices;
  - 4) correct filling out of catalog order form.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (6)

LEVEL: C

UNIT TOPIC: Food and Shopping

TOPIC FOR THIS LESSON: Consumer Protection

- INSTRUCTIONAL OBJECTIVES:
- 1) to interpret product guarantees and warranties;
  - 2) to identify procedures the consumer can follow if merchandise is defective or inappropriate
  - 3) to identify consumer protection resources available when confronted with fraudulent tactics;
  - 4) to effectively handle a complaint over the telephone;
  - 5) to write a letter of complaint to a manufacturer or dealer.

- CONTENT:
- 1) warranties;
  - 2) the consumer's rights;
  - 3) fraudulent tactics;
  - 4) defective products/services: when to complain;
  - 5) letters of complaint.

- PROCEDURE:
- 1) Discuss the types of guarantees that come with different types of consumer goods and services. Review the vocabulary in the Words to Know box on p. 94 of BRLES and do the matching exercise on p. 95. Have students complete Activity 7 on the bottom of p. 95. Go over reading a warranty on p. 96 and have students work in pairs or small groups to complete Activity 8-10 on pp. 96-99. Go over the answers as a class. Have students do the Check Your Understanding exercise on p. 100.
  - 2) What do students do when products are defective or services unsatisfactory? L&C (p. 63) and EXP2 (pp. 162-163) deal with returning items and different reasons for doing so. Discuss the situations in the pictures on p. 63 of L&C and match the

sentences that correspond to them. Go over the conversations in EXP2 and have students work in pairs to practice the conversations on the bottom of pp. 162-163. Have them create their own situations to role play in front of the class.

- 3) Turn to the consumer complaints section of BRLES (pp. 110-120). Go over the vocabulary words on pp. 110-111, emphasizing the different agencies available to handle consumer complaints. Have students show their mastery of these words by completing the matching exercise on the bottom of p. 11 and the fill-in activity on p. 112. Have students read different sections of the passage on Making Complaints on pp. 112-114. Go over Activities 10 and 11 (pp. 114-115) with the entire class; then break students up into pairs or small groups that will each take one of the five situations in Activity 12, analyze it and outline the steps for appropriate action. Each group will then report its solution to the rest of the class.
- 4) Turn to p. 93 of L&C and read aloud the three cases presented to the court. Divide the class into three groups that will make a decision for each of the cases to report to the rest of the class. Has anyone in the class ever been to small claims court? Have students share their experiences, if appropriate.
- 5) Review the information necessary for making complaints by telephone. Have students study the two conversations on pp. 117-118 of BRLES and answer the questions to compare them for effectiveness in how the business handles it. Pair students up and have each pair create a situation in which a complaint has to be made. Have them role play the telephone call in front of the class. The rest of the students can discuss the effectiveness of the complaint and make any necessary suggestions for improvement.
- 6) Have a student read the two paragraphs about handling complaints in writing on p. 119 of BRLES. Then have students choose one of the situations in Activity 14 to work on. If they need to review business letter-writing skills turn to pp. 104-105 for the correct format and structure of content.

INSTRUCTIONAL MATERIALS: Building Real Life English Skills,  
pp. 94-100, 104-105, 110-120;  
Lifeskills & Citizenship, pp. 63,  
93;  
Expressways 2, pp. 162-163.

- EVALUATION:
- 1) correct identification of the type of information contained in a warranty;
  - 2) correct identification of at least eight terms that deal with warranties;
  - 3) correct interpretation of warranties;
  - 4) correct identification of consumers' rights when dealing with defective goods and/or services;
  - 5) correct identification of at least five places where consumers can take their complaints;
  - 6) accurate description of different courses of action the consumer can take when making a complaint;
  - 7) correct interpretation of information necessary to handle a complaint by telephone;
  - 8) appropriate sample of a letter of complaint.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (7)

LEVEL: C

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Medicine and Emergencies

INSTRUCTIONAL OBJECTIVE: 1) to identify and use necessary medications;  
2) to interpret medicine labels;  
3) to identify items used for conducting first aid in emergency situations;  
4) to identify solutions for emergencies;  
5) to interpret procedures for simple first aid;  
6) to identify the procedures to locate emergency numbers and to place emergency calls.

CONTENT: 1) store brands vs. famous brands;  
2) medicine labels;  
3) types of emergencies;  
4) what to do in an emergency;  
5) reporting an emergency.

PROCEDURE: 1) Have students identify different types of diseases and the types of remedies or medicines that cure them. Go over the over-the-counter medicines on p. 11 of L&C and do the matching exercise as a class activity. Have students read and compare the three products and complete the sentences that follow. Have a general discussion on store brands vs. famous brands. How do students feel about them in terms of cost and quality?

2) Review the vocabulary on the bottom of p. 12 of L&C. See if student can come up with explanations or mime the actions suggested by the words. Have volunteers read the medicine labels aloud. Do the True/False questions on the side of the page.

- 3) Divide students into pairs or small groups. Give them the handout on medicine and first aid (EEL, p. 109). Have them do the group activity on the top of the page. They can add to the list, if necessary.
- 4) Discuss first aid and home remedies. Follow the On the Board and Class Discussion activities on the bottom of p. 109. Have student work in pairs or groups of three. Assign each group one or two of the emergency situations illustrated on p. 110 of EEL2. Have them come up with solutions to report to the class. Discuss the pros and cons of each solution.
- 5) Give students the Antidote Chart (EEL2, p. 115). Read the types of poison and see if students can identify more examples of each. Review what should be done in each case.
- 6) Discuss reporting an emergency using the 911 number. What constitutes an emergency and in what types of situations should 911 be used? When should it not be used? Read the Emergency Phone Calls dialog on p. 66 of EACII. Have students repeat and practice. Divide the class in half, each group taking on a role. (The teacher can read the role of the Operator.) have pairs of students volunteer to read. Review the Practice section on the bottom of the page. Have them repeat and substitute these expressions for others in the original dialog. Pair students off and have them role play a situation in which they would have to make an emergency call. As a homework assignment have them bring in emergency telephone numbers for police, fire and a doctor.

INSTRUCTIONAL MATERIALS: Lifeskills and Citizenship, pp. 11-12;  
English in Everyday Life 2, pp. 109-110, 115;  
English for Adult Competency II, pp. 66.

EVALUATION: 1) identification of at least three common over-the-counter medicines with an explanation of their use;  
2) identification of at least four emergency situations and their solutions;

- 3) correct identification of two types of poison with the corresponding antidotes;
- 4) role play: calling to report an emergency.

226

C184

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (8)

LEVEL: C

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Maps

INSTRUCTIONAL OBJECTIVES: 1) to interpret maps;  
2) to use maps relating to travel needs;  
3) to interpret highway and road signs;  
4) to recognize and use signs related to transportation;  
5) to ask for, give, follow, or clarify directions;  
6) to write an invitation to an event at one's home.

CONTENT: 1) road maps;  
2) traffic signs;  
3) technical strategies for asking for directions on the road.

PROCEDURE: 1) Introduce the concepts of north, south, east and west by giving the students orientation markers in the city. Distribute maps of the school building. Give students oral directions and see if they can follow (i.e., end up in the same place). For example, give them directions to the restroom or the main office.

2) Have students turn to p. 260 of BRLES. Review the vocabulary. Have the students work in pairs on pp. 261-267. As they finish, have the faster students put their answers on the blackboard. Discuss any disagreement.

3) Give students maps of the State and have them plan a vacation. They should write down the routes and directions that will be taken to reach their destination, and the total mileage. The next day in class have the students sit back to back, in pairs, each with a map. They can take turns dictating



their directions. Be sure to preview vocabulary and expressions for seeking clarification and checking understanding. (The grey box in EXP2, p. 22 has some good examples.) Sitting back-to-back, forces the students to sharpen their listening and speaking skills, as body language is not observable.

- 4) Discuss road and traffic signs on pp. 250-259 of BRLES. Have the students work on the exercises on pp. 256 and 258-259. Tell them to "be observant" on their way home and to write down the words from an interesting sign to share with the class the next day.
- 5) Introduce the topic of requesting directions. Ask the students to relate experiences that they have had. Have the students read and practice the dialogs in LL3, pp. 36-42. Next turn to EXP2, pp. 22-25. After introducing the situations have the students work in pairs to practice the dialogs. Finally, have each student invite you to a party at his/her house. Each invitation should include a small hand drawn map and clear directions from here to there.

INSTRUCTIONAL MATERIALS: Building Real Life English Skills,  
pp. 250-269  
Lifelines 3, pp. 36-42;  
Expressways 2, pp. 22-25;  
School Map;  
Colored paper for invitations.

EVALUATION/ASSESSMENT: 1) directions for a state vacation;  
2) traffic sign exercises (BRLES,  
pp. 256, 258-259);  
3) invitation to the students'  
homes.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (9)

LEVEL: C

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Purchasing a Car

INSTRUCTIONAL OBJECTIVE: 1) to interpret information related to the selection and purchase of a car;  
2) to interpret information related to automobile maintenance;  
3) to interpret automobile insurance information.

CONTENT: 1) vocabulary related to purchasing and maintaining an automobile;  
2) automobile insurance vocabulary and laws pertaining to same.

PROCEDURE: 1) Have the students listen to and/or read the passage in Lifelines 4, p. 21, about buying a used car. Have them answer the T/F questions that follow, and discuss initial decisions that an individual makes when buying a car. Encourage students to talk about the car they have and/or the car they wish to obtain in the future. Instruct students to compose a short paragraph about the car they wish to purchase. It must include make, model, year, color, price, etc. Practice in student pairs the conversations in LL4, pp. 22-26.

2) Have the students cut out a used car ad from the local newspaper, not a "dream" car, but one that could be feasible. Instruct them to paste the ad on the top of a blank paper, and to write out a possible phone conversation. At home, they should actually call the seller so that they report their experiences in class the next day.

3) Introduce the topic of car parts and car maintenance. Turn to p. 84 of EACII, to review car parts. Use the exercises in LL4, pp. 27-32, as a base from which students can

create service station role plays for specific needs. Have the audience make note of mechanical problems, to ensure their attention.

- 4) Discuss what to do in case of a blow-out and/or a flat tire. Instruct students to read the passage on pp. 86-87 in EACII and to answer the questions as a class.

**INSTRUCTIONAL MATERIALS:** Lifelines 4, pp. 21-32;  
English for Adult Competency II,  
pp. 84, 86-87;  
Classified ads from the local  
newspaper.

**EVALUATION:** 1) written conversation based on auto ad;  
2) role-play: auto maintenance;  
3) insurance discussion.

**ADDITIONAL ACTIVITIES:** Invite an insurance representative as a guest speaker. Discuss state regulations for minimum coverage. Have students prepare questions beforehand.

FAMILY ENGLISH LITERACY NETWORK PROGRAM

LESSON PLAN (10)

LEVEL: C

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Getting a Job

INSTRUCTIONAL OBJECTIVE: 1) to interpret job applications, resumes and letters of application;  
2) to compile personal information to write a resume.

CONTENT: 1) information required on a job application (review);  
2) components of a resume;  
3) format of letters of application.

PROCEDURE: 1) Check students' understanding of job application forms, terminology and structure using BRLES p. 130-140. Suggest that students keep a file folder with these completed sample applications. This can serve as an easy reference for any time they need to fill out personal history forms.

2) As an introduction to resumes, present the passage in LL4, p. 97, as a listening comprehension exercise (read aloud or use taped version). Ask the students questions to check comprehension. Have the students open their books and read the passage silently. Do the T/F questions as a group exercise with discussion. Close books. Prepare a copy of the passage with key words deleted and distribute this cloze hand-out. Check and compare the students' answers.

3) Turn to BRLES, concentrating on pp. 123-125, the detailed resume. Discuss the major components of a resume. Go over Clarence Smith's resume, pp. 124-125. What parts could be modified or eliminated if the format were to be changed?

- 4) Have students make a list of information pertaining to themselves that would go on a resume. They should decide upon a suitable format and have a specific job in mind. They should write it out as neatly as possible. Students could be encouraged to take their rough drafts home or to the library for revision and typing. (Note: Resumes will be used in future job interview role-play).
- 5) Go over letters of application in BRLES, pp. 127-129. Have students read and discuss sample letter on p. 128. They should work in pairs or small groups to answer the questions on p. 129 before writing a short letter of application of their own.

INSTRUCTIONAL MATERIALS: Lifelines 4, pp. 97-100;  
Building Real Life English Skills,  
pp. 121-140;

EVALUATION: 1) cloze activity (LL4, p. 97);  
2) written resume;  
3) written letter of application.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (11)

LEVEL: C

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Job Interviews

INSTRUCTIONAL OBJECTIVE: 1) to recognize standards of behavior for job interviews;  
2) to select appropriate questions/responses during job interviews.

CONTENT: 1) job interviews;  
2) salary and benefits;  
3) classified ads (review).

PROCEDURE: 1) Discuss how job applicants should conduct themselves during a job interview (what is/is not appropriate dress, behavior, etc.) Use the Visual from EACII, p. 139.

2) Review questions asked and typical responses that occur in interviews. Have students study the language used in the dialogs in EXP2, pp. 44-45 and pp. 46-47. They can practice these aloud in pairs afterwards. Present a taped version of p. 46 as a listening comprehension exercise. Ask comprehension questions to check understanding before students open their books.

3) Discuss feasible job objectives with students and realistic expectations for salaries and benefits. Have students look through the local newspaper's classified ads section for a job that would interest them and match their skills. Have them cut it out and attach it to their resume. They should write down the information contained in the ad so that they know what the interviewer will be looking for. Collect the resumes and ads, mix them up and redistribute so that no one has their own. Students will interview the person whose resume they have, so they should

be given a few minutes to study the information about the job "they" are advertising. The first interviewer will be randomly picked and his/her applicant will be the next interviewer for whom a new applicant will be selected (a modified chain method of picking partners). After all the interviews or after each one, discuss what has taken place. If possible video-tape the interviews. Have the students evaluate the interviews using materials from BRLES p. 142-145.

INSTRUCTIONAL MATERIALS: English for Adult Competency II,  
p. 139;  
Building Real Life English Skills,  
p. 142-145;  
Expressways 2, pp. 44-46;  
Classified ads from the local  
newspaper.

EVALUATION: 1) role play: job interviews based on want ads  
and student resumes.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (12)

LEVEL: C

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: On the Job

INSTRUCTIONAL OBJECTIVE: 1) to identify appropriate behavior, attitudes and social interaction for keeping a job and getting a promotion;  
2) to identify appropriate skills and education for keeping a job and getting a promotion;  
3) to interpret job responsibilities and performance reviews.

CONTENT: 1) interactions with supervisors and co-workers.  
2) letters of excuse.

PROCEDURE: 1) Read aloud, or play a cassette version of the passage on LL3, p. 77, for listening comprehension practice. Ask questions about the content to check understanding. Then have the students open their books and read the passage silently. Upon completion, the T/F questions should be answered and discussed in pairs. Have the student pairs practice the model dialog on p. 78. Discuss excuses, valid and invalid. Put a brainstorm list on the board, and have them write a note to their child's teacher, excusing him/her from class. Be sure there is a good excuse! EXP2, p 145, provides more examples of notes to teachers.

2) Turn to ESH-LUS, pp. 68-85. These pages focus on interactions at work, such as: offering praise and advice, checking and indicating understanding, following directions, asking for help, discussing obligations. Identify which functions would be most appropriate for your group of students. Topics could be divided among student pairs. Have them read the model conversation, define the new vocabulary and



select roles. The student pair should then prepare an original conversation to be practiced and presented before the class as a role play. If possible, each student pair should demonstrate a different conversational function. Upon completing a role play, the other students should be asked to volunteer corrections and substitute expressions/vocabulary. To maintain attention, encourage the audience to take notes.

INSTRUCTIONAL MATERIALS: Lifelines 3, pp. 77-78;  
English Spoken Here-Life in the  
United States, p. 68-85;  
Expressways 2, p. 145.

EVALUATION: 1) letter of excuse to child's teacher;  
2) role play: work-place interaction.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (13)

LEVEL: C

UNIT TOPIC: Civics/U.S. Government

TOPIC FOR THIS LESSON: Income Taxes

INSTRUCTIONAL OBJECTIVE: 1) to identify basic vocabulary associated with income taxes;  
2) to identify different forms used in filing income taxes;  
3) to interpret income tax forms;  
4) to interpret tax tables;  
5) to fill out a sample income tax form.

CONTENT: 1) income tax vocabulary;  
2) W-2 forms (wage and tax statement);  
3) 1040A, 1040EZ forms;  
4) tax tables.

**VERY IMPORTANT:** Make sure students understand that the tables and forms reproduced in the textbooks are not current. They should bring in current forms and/or tables for practice in the classroom.

PROCEDURE: 1) Begin the session by going over the vocabulary in the Words to Know box on p. 128 of BRLES. Have students complete Activities 15 and 16 on p. 189 and review orally. Turn to p. 54 of L&C and have one student read aloud the brief explanation of income taxes. Have students discuss whether they are filling (or have filled) their forms out by themselves or if someone else is doing it for them.

2) Starting on p. 190 of BRLES, Activity 17 contains a 1040A form broken into sections with accompanying questions. Go over each part having students answer the questions. The completed form can be found in its entirety on p. 194. There is another 1040A on p. 55 of L&C with questions on p. 54 for additional practice.

- 3) Turn to the tax table on p. 195 of BRLES and explain to students how to read it. Have them answer the questions on p. 196 for practice.
- 4) Divide students into small groups of two or three and have them select one of the profiles in Activity 19. They should then fill out the tax form on p. 197 to figure out whether the person will owe money or get a refund. Have students share their information with the rest of the class to see if groups that chose the same profile agree.
- 5) Have students study 1040EZ form on p. 198 and answer the questions on p. 199. What is the difference between the 1040A and the 1040EZ? Has anyone ever filed the latter? Complete the Check Your Understanding exercise on p. 199 as a wrap-up and review.

INSTRUCTIONAL MATERIALS: Lifeskills and Citizenship, pp. 54-55;  
Building Real Life English Skills, pp. 188-199;  
Current tax tables and forms.

- EVALUATION:
- 1) correct identification of at least ten terms associated with income taxes;
  - 2) brief explanation of why income taxes have to be filed;
  - 3) correct reading of tax tables for a specific amount of taxable income and type of forms submitted;
  - 4) correct filling out of sample tax forms given a particular situation;
  - 5) brief explanation of the difference between the 1040A and the 1040EZ forms.

FAMILY ENGLISH LITERACY NETWORK

LESSON PLAN (14)

LEVEL: C

UNIT TOPIC: Civics/U.S. Government

TOPIC FOR THIS LESSON: Citizenship and Voting

INSTRUCTIONAL OBJECTIVE: 1) to identify the basic requirements for becoming a citizen of the United States;  
2) to explain the process for becoming a citizen;  
3) to identify the type of information that will be asked on the citizenship test;  
4) to identify voter qualifications;  
5) to interpret a voter registration form;  
6) to interpret a ballot.

CONTENT: 1) U.S. citizenship: requirements and process;  
2) shortened naturalization application form;  
3) voting: qualifications and registering;  
4) ballots.

PROCEDURE: 1) How many of the students are citizens or are in the process of becoming one? What do they know about the requirements or the actual process of becoming a U.S. citizen? Review the list of requirements on p. 69 of L&C before turning to p. 73, which deals with the steps to citizenship. Match the statements to the pictures in part A and see how many questions they can answer in part B. Go over the naturalization application on p. 72.

2) For a brief overview of voting, turn to p. 38 of SS4. Have students read the passage silently, noting any unfamiliar vocabulary. Discuss the main ideas before having students read different paragraphs aloud. Include the questions in section A as part of the discussion. On p. 82 of L&C is more information on voting and registering to vote. Review the sample registration form on the bottom of the

page. For another sample (filled out), turn to BRLES, p. 166.

- 3) Have students talk about different voting procedures they may have experienced in the past. Read the section on going to the polls on p. 83 of L&C and study the different ballots. Have students answer the True/False questions on the bottom of the page.
- 4) To wrap up the unit on citizenship turn to p. 70 of L&C and have different students read aloud the paragraphs about other immigrants' experiences. Have them complete the assignment on the bottom of the page and share it with the class.

INSTRUCTIONAL MATERIALS: Lifeskills and Citizenship, pp. 69-70, 72-73, 82-83;  
Skill Sharpeners 4, p. 38;  
Building Real Life English Skills, pp. 166.

- EVALUATION:
- 1) correct identification of at least three requirements for becoming a U.S. citizen;
  - 2) brief description of the process of becoming a citizen;
  - 3) correct identification of five facts related to voter qualifications and/or registration;
  - 4) correct interpretation of a voter registration form and sample ballot.

# REFERENCES

## REFERENCES \*\*

- Bethke, P. et al. (1981). English as a Second Language Curriculum Guide. River Grove, IL: Triton College. (ED 212 779)
- Bilus, P. & Kelsh, D. (1981). Training Manual for Functional/Notional Syllabus Planning. New York, NY: Associated YM-YHA's of Greater New York. (ED 215 193).
- Bowen, J. D., Madsen, H. & Hilferty, A. (1985). TESOL Techniques and Procedures. Rowley, MA: Newbury House Publishers, Inc.
- Bright, J. P. et al. (1983). Adult Education Guide to ESL Curriculum: Beginning, Intermediate, and PreAdvanced. Chicago, IL: Chicago Urban Skills Institute. (ED 273758).
- Bright, J. et al. (1982). An ESL Literacy Resource Guide. Springfield, IL: Illinois State Board of Education.
- Brown, N. et al. (1981). English as a Second Language Curriculum and Inservice Training. Utah: Salt Lake City School District.
- Burtoff, M., Crandall, J.A., Moore, A.L. & Woocock, S. (1983). From the Classroom to the Workplace: Teaching ESL to Adults. Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.
- Callaway, D. R. (1985). Washington State Adult Refugee Project Intensive ESL Curriculum. Olympia, WA: Washington Office of the State Superintendent of Public Instruction.
- Carver, T.K. & Fotinos, S.D. (1986). A Conversation Book: English in Everyday Life, Book II, Second Edition. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Carver, T.K. & Fotinos, S.D. (1985). A Conversation Book: English in Everyday Life, Book I, Second Edition. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Celce-Murcia, M. & McIntosh, L., eds. (1979). Teaching English as a Second or Foreign Language. Rowley, MA: Newbury House Publishers, Inc.
- Collins, M. (1983). A critical analysis of competency-based systems in adult education. eric American Educational Quarterly. 33, 174-183.
- Competency-Based Mainstream English Language Training Project (MELT). Resource Package. (1985). Washington, D.C.:

Office of Refugee Resettlement, U.S. Department of Health and Human Services. (ED 264384).

DeFilippo, J. (1985). Lifeskills and Citizenship. Reading, MA: Addison-Wesley Publishing Company.

De Samuel, T.E.A. et al. (1980). ESL/APL Instructional Resources for Integrating Lifeskills Into the ESL Curriculum. Las Cruces, NM: New Mexico State University (ED 198 278).

Dixon, C.N. & Nessel, D. (1983). Language Experience Approach to Reading (and Writing). Hayward, CA: Alemany Press.

Dubin, F. & Olshtain, E. (1986). Course Design. Cambridge: Cambridge University Press.

Elson, N. (1983). The Adult Learner of ESL. TESL Talk, 14(1-2), 7-14.

Findley, C.A. & Nathan, L.A. (1980). Functional Language Objectives in a Competency Based ESL Curriculum. TESOL Quarterly 14(2), 221-231.

Finocchiaro, M. & Brumfit, C. (1983). The Functional-National Approach. New York: Oxford University Press.

Foley, B. & Pomann, H. (1982). Lifelines 1, 2, 3, 4. New York: Regents Publishing Company.

Freeman, D. B. (1982). Speaking Of Survival. New York: Oxford University Press.

Goble, D.Y. (1985). How to Get a Job & Keep It. Austin, TX: Steck-Vaughn Company.

Gold, N.C. (1985). Competency Testing for Limited-English Proficient Students, In English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education. Arlington: VA, July 24. (ED 273151).

Graham, C.R. & Walsh, M.M. (1983). Adult Education ESL Teacher's Guide. Kingsville, TX: Texas A and I University, South Texas Adult Education Center. (ED 260 295)

Hall, E.J. (1981). Practical Conversation in English 1. New York: Regents Publishing Company, Inc.

Haverson, W.W. & Haverson, J.L. (1982). ESL Literacy for Adult Learners. Washington, D.C.: Center For Applied Linguistics.



- Ilyin, D. & Tragardh, T., eds. (1978). Classroom Practices in Adult ESL. Washington, D.C.: Teachers of English to Speakers of Other Languages.
- Jolly, J. & Robinson, L. (1988). Real-Life English 1, 2, 3. Austin, TX: Steck-Vaughn Company.
- Keltner, A., Howard, L. & Lee, F. (1983). Basic English for Adult Competency. Englewood Cliffs, NJ: Prentice-Hall Inc.
- Keltner, A., Howard, L. & Lee, F. (1981). English for Adult Competency (Book I). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Keltner, A., Howard, L. & Lee, F. (1981). English for Adult Competency (Book II). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Krashen, S.D. (1986). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
- Krashen, S.D. & Terrell, T.D. (1983). The Natural Approach. Ayward, CA: Alemany Press.
- La Perla Berg, J. & Schwartz, B. (1979). Don't Bother Us... We Can Cope: CBE for ESL. Adult Literacy and Basic Education, Fall.
- Lewis, D. (1979). Preliteracy Activities for Adolescents and Adults. In M. Celce-Murcia and L. McIntosh, eds. Teaching English as a Second or Foreign Language. Rowley, MA: Newbury House Publishers, Inc., pp. 113-129.
- Long, M.H. & Porter, P.A. (1985). Group Work, Interlanguage Talk, and Second Language Acquisition. TESOL Quarterly, 19(2), 207-228.
- Longfield, Diane M. (1984). Teaching English as a Second Language (ESL) to Adults: State-of-the-Art. Paper Delivered for the National Conference on Adult Literacy, Washington, D.C., January 19-20.
- Longfield, D.M. (1982). Passage to ESL literacy. Dundee, IL: Delta Systems.
- Maley, A. & Duff, A. (1984). Drama Techniques in Language Learning. Cambridge: Cambridge University Press.
- Merriman, M.S. & Plimpton, J.H. (1982). English Spoken Here: Consumer Information Exercise Book. New York: Cambridge Book Company.

- Merriman, M.S. & Plimpton, J.H. (1982). English Spoken Here: Getting Started Exercise Book. New York: Cambridge Book Company.
- Merriman, M.S. & Plimpton, J.H. (1982). English Spoken Here: Health and Safety Exercise Book. New York: Cambridge Book Company.
- Merriman, M.S. & Plimpton, J.H. (1982). English Spoken Here: Life in the United States Exercise Book. New York: Cambridge Book Company.
- Messec, J.L. & Kranich, R.E. (1982). English Spoken Here: Consumer Information. New York: Cambridge Book Company.
- Messec, J.L. & Kranich, R.E. (1982). English Spoken Here: Getting Started. New York: Cambridge Book Company.
- Messec, J.L. & Kranich, R.E. (1982). English Spoken Here: Health and Safety. New York: Cambridge Book Company.
- Messec, J.L. & Kranich, R.E. (1982). English Spoken Here: Life in the United States. New York: Cambridge Book Company.
- Molinsky, S.J. & Bliss, B. (1988). Expressways 1 and Foundations. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Molinsky, S.J. & Bliss, B. (1987). Expressways 2. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Molinsky, S.J. & Bliss, B. (1986). Expressways 3. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Mosteller, L. & Paul, B. Survival English. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Mrowicki, L. & Terdy, D. (1983). Adult ESL Suggested Materials List. Arlington Heights, IL: Illinois ESL Adult Education Service Center. (ED 223 610)
- Mrowicki, L. & Furnborough, P. (1982). A New Start (Student Book, Literacy Workbooks 1, 2). Beaverton, Oregon: Dormac, Inc.
- O'Malley, J.M. et al. (1985). Learning Strategy Applications with Students of English as a Second Language. TESOL Quarterly, 19(3), 557-584.
- Opening Lines. A Competency-Based Curriculum in English as a Second Language. A Teacher's Handbook. (1983). Brattleboro, VT: Experiment in International Living. (ED 245 119)

- Parker, J.T. & Taylor, P.G., eds. (1980). The CB Reader: A Guide to Understanding the Competency-Based Adult Education Assessment. Upper Montclair, NJ: National Adult Education Clearinghouse. (ED 199 572)
- Parnwell, E.C. (1984). Oxford Picture Dictionary of American English, Monolingual English Edition. New York: Oxford University Press.
- Provenzano, J.C. et al. (1986). Real Life English for Adults: Using a Competency-Based Approach in ESOL Instruction. Rosslyn, VA: National Clearinghouse for Bilingual Education. (ED 269573).
- Pun-Kay, D. (1988). Real Life English Pre-Literacy Workbook. Austin, TX: Steck-Vaughn.
- Richards, J.C. (1985). The Context of Language Teaching. Cambridge: Cambridge University Press.
- Richards, J.C. (1984). The Secret Life of Methods. TESOL Quarterly, 18(1), 7-23.
- Richards, J.C. (1983). Listening Comprehension: Approach, Design, and Procedure. TESOL Quarterly, 17(2), 219-240.
- Richards, J.C. & Rodgers, T.S. (1982). Method: Approach, Design and Procedure. TESOL Quarterly, 16(2), 153-168.
- Richards, J.C. & Rodgers, T.S. (1986). Approaches and Methods in Language Teachings. Cambridge: Cambridge University Press.
- Rickard, P.L. & Stiles, R.L. (1984). CASAS: Design for an Effective Assignment System for Life Skills. Paper presented at the National Adult Education Conference, Louisville, KY, November 6-10. (ED 251634).
- Robinson, C. & Rowekamp, J. (1985). Speaking Up At Work. New York: Oxford University Press.
- Shaw, M. et al. (1984). Adult Education Guide to ESL Literacy Curriculum. Chicago, IL: Chicago Urban Skills Institute.
- Starkey, C.M. & Penn, N.W. (1987). Building Real Life English Skills. Lincolnwood, IL: National Textbook Company.
- Statewide Forum on the Second Language Learner in Adult Basic Education. Collected Papers. (1981). Arlington Heights, IL: Illinois Statewide ESL/Adult Education Service Center.

Stevens, F. (1983). Activities to Promote Learning Communication in the Second Language Classroom. TESOL Quarterly, 17(2), 259-272.

Taylor, B.P. (1983). Teaching ESL: Incorporating a Communicative, Student-Centered Component. TESOL Quarterly 17(1), 69-88.

Teacher's Handbook for English as a Second Language. (1983). Palo Alto, CA: Computer Curriculum Corp.

Teaching English as a Second Language: Perspectives and Practices, Selected Papers. (1984). Cambridge, MA: Evaluation, Dissemination, and Assessment Center.

Tollefson, J.W. (1986). Functional Competencies in the U.S. Refugee Program: Theoretical and Practical Problems. TESOL Quarterly, 20(4), 649-664.

Ur, P. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.

**Walsh, R.E. (1984). Basic Adult Survival English with Orientation to American Life, Part One and Two. Englewood Cliffs, NJ: Prentice Hall Regents.**

Yalden, J. (1987). Principles of Course Design for Language Teaching. Cambridge: Cambridge University Press.

Yoshikawa, M. (1982). Language Teaching Methodologies and the Nature of the Individual: A New Definition. Modern Language Journal, 66(W), 391-395.

\*\* NOTE \*\* Entries in **boldface print** are textbooks utilized in the curriculum.