

LITERACY TRAINING

Text: A New Start - A Functional Course in Basic Spoken English and Survival Literacy

Student's Book, Literacy Workbook I & II

WEEK 1

- I. Meeting People (Units 1-4)
 - A. Saying Hello (Unit 1)
 1. Do workbook pages 1-8 (circle exercise).
 2. Ask students to note situations where they are greeted or they greet someone. Who was it - the neighbors? the store clerk? What words did they hear? What did they say?
 - B. Saying Good-bye (Unit 2)
 1. Explain that repeating important information indicates to the listener that the speaker understands. Ask the students in what kind of situations they should repeat important information.
 2. Do workbook pages 9-12 (read, trace, copy exercise).
 3. Ask students to note situations in which they said 'goodbye' to someone. Who was it? What did the student say? What did the other person say?
 - C. Introductions (Unit 3)
 1. Discuss with the students the custom of shaking hands in the U.S. How do they feel about shaking hands.
 2. Print each student's name on a separate piece of paper.
Students copy their names.
Students should practice until they can print their names from memory.
 3. Ask students to note situations where they are introduced to someone else or where they hear introductions taking place. Who was introduced to whom? How were they introduced? Did they shake hands?
 - D. Names (Unit 4)
 1. Explain that:
 - a) The word order for American names is the given name first and the family name second.

- b) Married women usually use their husband's name as their last name.
 - c) Children have their father's name as their last name.
 - d) Most people do not use their middle names when addressing themselves. Middle names are, however, important for forms. Sometimes an American woman will use her maiden name as her middle name.
2. It is extremely important for students to be able to spell their own names. For students who know the English alphabet, have them practice spelling their names orally. For those students who do not know the alphabet, begin to teach them to spell their names on an individual basis. Remember that a person does not need to know an entire alphabet in order to spell a name.
 3. Do workbook pages 13-17.
 4. Teach these words as sight words: NAME, FIRST, MIDDLE, LAST.
 5. Ask students to bring to class any forms they have had to fill out. Show them to the class and assist students in filling out the section that relates to one's name. Explain that they will learn to fill out the other sections later.

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II. Numbers (Units 5-10)

A. Numbers (Unit 5)

1. Do workbook pages 18-19 (circle exercise).
2. Count the 'dot' on page 20.
3. Do workbook pages 21-22 (read, trace, copy exercise).
4. Do workbook page 23.
Students write the number on a separate sheet of paper.
5. Do page 4 in the Student's book.
6. Do workbook pages 24-28.
NOTE: You may wish to write individual student's telephone and social security numbers on their own paper; the student then has a perfect model to copy.
7. Teach these words as sight words: NUMBER, TELEPHONE NUMBER, SOCIAL SECURITY NUMBER.
8. Do 'Write other words with' exercise with 'N': NAME, NUMBER.
9. Do page 5 in the Student's book.

B. Counting Money (Unit 8)

1. Do workbook pages 29-30.
 - a) Read exercise.
Students count 1-10 and point to the correct digit as they count.
 - b) Trace, copy, read exercise.
Students count 11-15 and trace the number as they count, Continue counting and tracing in groups of five numbers.

2. Count orally. As you count, write the numbers on the blackboard. Students listen. Students read the numbers in sequence (first as a class, then individually). Point to the numbers randomly. Students read (first as a class, then individually).
3. Turn to pages 7 and 8 in the Student's book. Say a number. Students point to the number.
4. Do workbook pages 31-40. You may wish to use real coins arranged on the table in the formations shown.
5. Turn to page 9 in the Student's book. Students read the values of the coins orally. Do page 10 in the Student's book.
6. Show on the blackboard the two ways of writing money values - 1c and \$.01. Write various values. Students read. Example: 10c, \$.25, etc.
7. On page 10 in the Student's book students count the money and write the values on a separate piece of paper.
8. Ask the students to think about their shopping. How do they know how much to pay at the checkout? Do they understand what the clerk says? Do they look at the cash register? Do they understand the cashier when he/she counts the change? Do they count the change themselves afterwards?

C. Calendar (Unit 9)

1. Do workbook pages 41-45.
The words for the 'Write other words with' exercise are:
 - 'S' - SOCIAL SECURITY
 - 'M' - MIDDLE
 - 'T' - TELEPHONE
 - 'F' - FIRST
2. Teach the days of the week as sight words (the words first, then the abbreviations - Ex. "SUNDAY" first, then "SUN.").
3. Do 'Write other words with' exercise with:
 - a) SUNDAY - 'S' - SOCIAL SECURITY
 - b) MONDAY - 'M' - MIDDLE
 - c) TUESDAY - 'T' - TELEPHONE
 - d) FRIDAY - 'F' - FIRST
4. Students copy the abbreviations on page 13 of the Student's book.
5. Do workbook pages 46-53.
The words for the Write other words with' exercise are:
 - 'F' - FIRST, FRIDAY
 - 'M' - MIDDLE, MONDAY
 - 'S' - SOCIAL SECURITY, SUNDAY, SATURDAY
 - 'N' - NAME, NUMBER
 - 'D' - DAY
6. Teach the months as sight words (the words first, then the abbreviations - Ex. 'JANUARY' first, then 'JAN.').

7. Do 'Write other words with' exercise with:
 - a) FEBRUARY - 'F' - FIRST, FRIDAY
 - b) MARCH - 'M' - MIDDLE, MONDAY, MAY
 - c) MAY - 'M' - MIDDLE, MONDAY, MARCH
 - d) SEPTEMBER - 'S' - SOCIAL SECURITY, SUNDAY, SATURDAY
 - e) NOVEMBER - 'N' - NAME, NUMBER
 - f) DECEMBER - 'D' - DAY
 8. Students copy the abbreviations on page 13 of the Student's book.
 9. Students complete the calendar on page 14 of the Student's book.
- D. Personal Information (Unit 10)
1. Do workbook pages 54-60.
 2. Teach these words as sight words: STREET, CITY, STATE, ZIP CODE, AGE.
 3. Students complete page 15 in the Student's book by filling out the form.
 4. Ask students to collect and bring to class copies of any forms that they have filled out personally, or that friends or family have filled out for them.

WEEK 2

III. Requests and Instructions (Units 11-18)

A. Restroom Signs (Unit 11)

1. Do the 'RESTROOM' exercises on page 61 in workbook.
2. Teach RESTROOMS as a sight word.
3. Do the 'MEN' and 'WOMEN' exercises on pages 62 and 63 in workbook.
The words for the Write other words' are:
'M' - MIDDLE, MONDAY, MAY
'W' - WEDNESDAY
4. Teach these words as sight words: MEN, WOMEN.
5. Do 'Write other words' with:
 - a) MEN - 'M' - MIDDLE, MONDAY, MARCH, MAY
 - b) WOMEN - 'W' - WEDNESDAY
6. Write the words 'MEN' and 'WOMEN' on opposite sides of the blackboard. Ask each student to read the words and walk to the appropriate 'sign'.
7. Explain that certain symbols are often used to indicate 'men' and 'women'. Point out that a woman is usually indicated by a skirt, and a man by pants. Ask the students what other symbols they may have seen.
8. Do workbook page 64.
9. Teach these words as sight words: HOT, COLD.
10. Point out that 'H' and 'C' often represent hot and cold.

11. Students complete page 16 in the Student's book.
 12. Ask students to look at restroom signs. In the next class period ask them how many they have seen and where.
- B. Requesting Change (Unit 13)
1. Do workbook pages 66 and 67.
The words for the 'Write other words with' exercise are:
'N' - NUMBER, NAME, NOVEMBER
'D' - DECEMBER, DAY
'H' - HOT
 2. Teach these words as sight words: PENNY, NICKEL, DIME, QUARTER, HALF DOLLAR, DOLLAR.
 3. Do 'Write other Words' with:
 - a) NICKEL - 'N' - NUMBER, NAME, NOVEMBER
 - b) DIME - 'D' - DECEMBER, DAY
 - c) HALF - 'H' - HOT
 4. Tell students to ask for change from someone in the street. In the next class period ask the students what they said. What did the other person say? Did they get the change?
- C. Making Simple Requests (Unit 14)
1. Do workbook pages 69-76.
The words for the 'Write other words with' exercise are: 'M' - MIDDLE, MONDAY, MARCH, MAY, MEN
 2. Teach these words as sight words: MELON(S), ORANGE(S), CARROT(S), TOMATO(ES), ONION(S), MUSHROOM(S), APPLE(S), BANANA(S).
 3. Do 'Write Other Words' with:
 - a) MELON - 'M' - MIDDLE, MONDAY, MARCH, MAY, MEN
 4. Ask students to bring to the next class fruit or vegetables that they cannot name. Teach them to ask: 'What is that called?' and find out in the next class what new names they have learned.
- D. Simple Directions (Unit 16)
1. Do workbook pages 77-80.
The words for the 'Write other words with' exercise are: 'N' - NAME, NUMBER, NOVEMBER, NICKEL
'T' - TELEPHONE, TUESDAY, TOMATO
 2. Teach these words as sight words: LEFT, RIGHT, NO TURN
 3. Do 'Write Other Words' with:
 - a) NO - 'N' - NAME, NUMBER, NOVEMBER, NICKEL
 - b) TURN - 'T' - TELEPHONE, TUESDAY, TOMATO
 4. Do workbook pages 81-82.
NOTE: You will notice that the textbook does not use the apostrophe in 'Don't'. The reason is that signs do not contain the apostrophe.
The words for the 'Write other words with' exercise are: 'W' - WEDNESDAY, WOMEN
'D' - DAY, DECEMBER, DIME, DOLLAR
 5. Teach these words as sight words: WALK, DONT WALK.

6. Do 'Write Other Words' with:
 - a) WALK - 'W' - WEDNESDAY, WOMEN
 - b) DONT - 'D' - DAY DECEMBER, DIME, DOLLAR
 7. Write WALK, DONT WALK, and STOP on the blackboard. Point to a word. Students read the word orally and do what the sign says. Ask students to look at picture 1 on page 23 in the Student's book. Point to the word WALK on the blackboard. Students read the word and look at the picture. Ask students to look at picture 2 on page 23. Point to the words DONT WALK on the blackboard. Students read the words and look at the picture. Ask students to look at picture on page 24. Point to the word STOP on the blackboard. Students read the word and look at the picture. NOTE: At this time you should introduce the shape of a 'stop sign' by drawing one on the blackboard.
 8. Do workbook pages 83-84. The words for the 'Write other words with' exercise are: 'St' - STATE
'B' - BANANA
'T' - TELEPHONE, TUESDAY, TOMATOES
 9. Teach these words as sight words: STOP, BUS, STOP, TAXI.
 10. Do 'Write Other Words' with:
 - a) STOP - 'St' - STATE
 - b) BUS - 'B' - BANANAS
 - c) TAXI - 'T' - TELEPHONE, TUESDAY, TOMATOES
 11. Students complete pages 23 and 24 in the Student's book by writing the correct words for the pictures.
 12. Between this class period and the next, ask students to count the number of times they see this unit's signs.
- E. Colors and Clothing (Unit 17)
1. Do workbook pages 85-92. The words for the 'Write other words with' exercise are: 'C' - COLD
'J' - JANUARY
'Sh' - SHIRT
 2. Teach these words as sight words: COAT, DRESS, SWEATER, BLOUSE, SKIRT, SHOES, SHIRT, SLACKS, JACKET.
 3. Do 'Write Other Words' with:
 - a) COAT - 'C' - COLD
 - b) JACKET - 'J' - JANUARY, JUNE, JULY
 - c) SHOES - 'Sh' - SHIRT
 4. Students complete page 25 in the Student's book by copying the names of the clothing for the pictures.
 5. Students turn to page 26 in the Student's book.

Ask 'HOW MUCH IS A COAT?'

Students respond simply with the price.

Continue asking questions about the prices of the clothing listed in the ads.

Ask students to take a piece of paper and write the numbers 1-9.

For each number, ask 'HOW MUCH IS _____?'

Students write the price.

Collect the papers and check the work.

6. Ask students to collect and bring to class clothing ads that they find. In the next class period, help them to read the prices.

WEEK 3

IV. Further Requests (Units 19-26)

A. Requesting Emergency Assistance (Unit 19)

1. Do workbook pages 93 and 94.
The words for the 'Write other words with' exercise are: 'F' - FIRST, FEBRUARY, FRIDAY
'H' - HOT, HALF
2. Teach these words as sight words: FIRE, POLICE, AMBULANCE, HELP, EMERGENCY.
3. Do 'Write Other Words' with:
 - a) FIRE - 'F' - FRRST, FEBRUARY, FRIDAY
 - b) HELP - 'H' - HOT, HALF
4. Teach the written Dialogs in the Student's book.
5. Students complete page 27 in the Student's book by writing the correct information.

B. Requesting Information About Location (Unit 22)

1. Do workbook page 95.
The words for the 'Write other words with' exercise are: 'D' - DAY, DECEMBER, DIME, DOLLAR, DONT
2. Teach these words as sight words: UP, DOWN.
3. Do 'Write Other Words' with:
 - a) DOWN - 'D' - DAY, DECEMBER, DIME, DOLLAR, DONT
4. Do workbook page 96.
The words for the 'Write other words with' exercise are: 'P' - PUSH, PENNY, POLICE
5. Teach these words as sight words: PUSH, PULL.
6. Do 'Write Other Words' with:
 - a) PULL - 'P' - PUSH, PENNY, POLICE
7. Do workbook page 97.
The words for the 'Write other words with' exercise are: 'St' - STOP, START
8. Teach these words as sight words: ELEVATOR, STAIRS.
9. Do 'Write Other Words' with:
 - a) STAIRS - 'St' - STOP, START
10. Do workbook pages 98-100.

11. Teach these words as sight words: ENTRANCE, EXIT.
12. Students complete pages 31 and 32 in the Student's book by writing the correct words for the pictures.
13. Between this class period and the next ask students to count the number of times they see this unit's signs. Also, ask them to note the locations of the signs.

C. Requesting Information (Unit 25)

1. Explain that you can find a phone number by dialing directory assistance (either 1-555-1212 or 411) and asking the operator for it. Discuss when and under what circumstances you would use it.
2. Review the importance of confirming important information. What would have happened if Helen (in Dialog) had not repeated the phone number?
3. Do workbook pages 101 and 102.
The words for the 'Write other words with' exercise are:
'P' - PENNY, POLICE, PUSH, PULL
'F' - FIRST, FIRE, FRIDAY, FEBRUARY
'St' - STATE, STOP, STAIRS
'H' - HOT, HALF, HELP
4. Teach these words as sight words: POST OFFICE, FOOD STORE, HOSPITAL.
NOTE: You may substitute 'SUPERMARKET' for 'FOOD STORE' if you feel it is more common for your students to use.
5. Do 'Write Other Words' with:
 - a) POST - 'P' - PENNY, POLICE, PUSH, PULL
 - b) FOOD - 'F' - FIRST, FIRE, FRIDAY, FEBRUARY
 - c) STORE - 'St' - STATE, STOP, STAIRS
 - d) HOSPITAL - 'H' - HOT, HALF, HELP
6. Give each student the name of a person or store. Ask each student to get the number by dialing Directory Assistance (411) and asking the operator for it. The next class period students report their experiences to you.

WEEK 4

V. Quantities (Units 27-30)

A. Quantities (Unit 28)

1. Many students may be familiar with the metric system. Explain that although the U.S. is gradually adopting the system, it is not in widespread use in food stores. Students have to learn the American system. You may wish to compare the systems.
2. Do workbook pages 103-105.
3. Teach these words as sight words: PINT, QUART, GALLON, DOZEN, POUND, OUNCE.
4. Teach these abbreviations as sight words: PT., QT., GAL., DOZ., LB., OZ.
5. Students read page 36 in the Student's book.

6. Do workbook pages 106-109.
The words for the 'Write other words with' exercise are: 'H' - HOT, HALF, HELP, HOSPITAL
'Sh' - SHOES, SHIRT
'R' - RIGHT, RESTROOMS
 7. Teach these words as sight words: HAM, HAMBURGER, SHRIMP, RICE, CHEESE, CHICKEN, PEACH.
 8. Do 'Write Other Words' with:
 - a) HAM - 'H' - HOT, HALF, HELP, HOSPITAL
 - b) SHRIMP - 'Sh' - SHOES, SHIRT
 - c) RICE - 'R' - RIGHT, RESTROOMS
 9. Students complete pages 37 and 38 in the Student's book.
 10. Ask students to bring to class food ads from the local stores. Help students to read the ads and the prices.
- B. Adding Up and Counting Change (Unit 29)
1. Do workbook pages 110 and 111.
The words for the 'Write other words with' exercise are: 'T' - TELEPHONE, TUESDAY, TURN, TOMATOES, TAXI
'Ch' - CHEESE, CHICKEN
 2. Teach these words as sight words: TOTAL, CHANGE.
 3. Do 'Write Other Words' with:
 - a) TOTAL - 'T' - TELEPHONE, TUESDAY, TURN, TOMATOES, TAXI
 - b) CHANGE - 'Ch' - CHEESE, CHICKEN
 4. Students complete pages 43 and 44 in the Student's book.
 5. Between this period and the next, ask students to save their receipts. During the next class, have students circle the 'totals' and underline the 'change'.
- C. Over and Under (Unit 30)
1. Some scales in stores now show measurements in decimals instead of fractions. Point out the decimal equivalents for $1/4$, $1/2$ and $3/4$ pounds (.25, .5, .75).
 2. Between this class period and the next, ask students to remember the conversations at the food store. What did the students say? What did the clerks say?

Review Units 1-30

Role-Play:

Present the situations to individual students.

1. You are shopping.
You meet your friend _____. (Supply a name.)
What do you say?
2. Your friend introduces someone to you.
What do you say?
3. You want to offer a classmate a cup of coffee.
What do you say?
4. You want to borrow a pen.
What do you say?

5. You are at home.
You see a fire.
What do you do?
6. You are at home.
Your _____ (supply the name of a family member)
is very sick.
You need an ambulance.
What do you do?
7. You are at home.
You need a police officer.
What do you do?
8. You are at home.
You want the phone number of your school.
You dial Directory Assistance.
What do you say?
9. You are shopping.
You want to make a phone call.
You have a half dollar. You need change.
You see someone.
What do you say?
10. You are shopping.
You buy some apples. They cost \$1.90.
You pay with a \$5.00 bill.
How much change do you get?

WEEK 5

VI. Mistakes and Apologies (Units 31-35)

- A. Making an Apology (Unit 31)
 1. Begin introducing the upper and lower cases.
Pages 1-15 in Literacy Workbook 2 contain
prereading exercises.
Do workbook pages 1-4 in Literacy Workbook 2.
 2. Ask students to say where they saw a person
apologize to another person. What happened?
Who apologized? What did they say?
- B. Correcting a Mistake Politely (Unit 32)
 1. Do workbook pages 5-10 in Literacy Workbook 2.
 2. Explain to students that in the U.S. it is
acceptable to correct another's mistake as long
as it is done politely. It is usually not
embarrassing.
Many English speakers might have difficulty
pronouncing students' names since many sounds
in the students' native languages are not
found in the English language. Discuss the
ways students have heard their names pronounced.
How did they feel? What kind of pronunciation
will they accept? Point out that spelling their
names is a way to help clear up confusion.

NOTE: It is important that students understand the difference between 'Excuse me' (to get someone's attention) and 'I'm sorry' (apologizing), especially since in some languages the same expression is used for both purposes.

3. Ask students to say where they saw a person correct a mistake. What was the mistake? Who corrected the mistake? What did they say? What did the other person say/do?

C. Waiting Your Turn (Unit 33)

1. Do workbook pages 11-15 in Literacy Workbook 2.
2. Ask students to use the phrase 'EXCUSE ME, IS THIS THE END OF THE LINE?' the next time they go shopping and there is a long, somewhat confusing line. Ask students to report back their experience to the rest of the class.

D. Confusion of Belongings (Unit 34)

1. Intonation is very important here. Students should be made aware of this and how to use 'softening devices' to make their response more polite. Example, 'Excuse me, that's my coat (=not yours).' 'Excuse me, I think that's my coat.'

E. What To Do When Not Understood (Unit 35)

1. Explain to students the need for clarity and an appropriate volume of speech. Do they think that Americans speak too loudly or too softly? Have they ever been in situations where they were not understood? What did they do? Inform students that when they are in such a situation, they should repeat the information that was not understood. They should speak more clearly and slowly. They need not be embarrassed.

VII. Position (Units 36-40)

A. Slides of the Town (Unit 38)

1. Do workbook (1) pages 112-116.
The words for the 'Write other words with' exercise are:
'H' - HOT, HALF, HELP, HOSTITAL
'P' - PENNY, POLICE, PUSH, PULL, POUND, PINT, PEACH
'B' - BANANAS, BUS
'S' - STATE, STOP, STAIRS, STORE
2. Teach these words as sight words: SCHOOL, BANK, POST OFFICE, HOSPITAL, POLICE STATION, FIRE STATION, TRAIN STATION, BUS STATION.
3. Do 'Write Other Words' with:
 - a) HOSPITAL - 'H' - HOT, HELP
 - b) POST - 'P' - PENNY, POLICE, PUSH, PULL, POUND, PINT, PEACH
 - c) BANK - 'B' - BANANAS, BUS
 - d) STATION - 'S' - STATE, STOP, STAIRS, STORE

4. Students complete page 53 in the Student's book.
5. Do workbook pages 117-118.
6. Teach these words as sight words: OPEN, CLOSED, CHECKOUT, CASHIER.
7. Students complete page 54 in the Student's book.
8. Ask students to look for other signs in the community. Students copy the signs and bring them to class for explanation. Tell students (particularly the non-literates) to look for the signs that they have studied. Students should say in the next class session where they have seen them.

WEEK 6

VIII. Tea Making (Units 41-44)

A. Getting and Carrying Things (Unit 41)

1. Explain to students that they should confirm a request when it is important that they do the right thing or when they are not sure that they have understood.

IX. Information About People (Units 45-49)

A. People (Unit 47)

1. Do workbook page 6 in Literacy Workbook 2.
2. Write each student's name on a piece of paper. Students copy their name.
3. Make sure that all students can sign their names legibly (so you can read it). If not, sign their names on a piece of paper. Students practice copying it.

WEEK 7

X. Simple Daily Routines (Units 50-55)

A. Time (Unit 50)

1. Do workbook page 20. This is a discrimination exercise.

Write times on the blackboard.

Example: 10:00

Say 'TEN O'CLOCK'.

Students listen.

Repeat 'TEN O'CLOCK'.

Students repeat.

Write first the hours, then times with 10 or more minutes (example: 10:10, 10:15, 10:30), and finally the hours with 1-10 minutes (example: 10:01, 10:05). Make sure that students say 10:05 - 'TEN 'O' FIVE'.

2. Do workbook pages 21-22. Dictate the following times to the students:
- Page 21:
- a) 1:00
 - b) 9:00
 - c) 5:00
 - d) 11:00
 - e) 12:00
 - f) 9:15
 - g) 8:20
 - h) 11:30
 - i) 1:45
 - j) 8:50
- Page 22:
- a) 1:20
 - b) 3:05
 - c) 5:55
 - d) 11:27
 - e) 6:48
 - f) 10:04
 - g) 11:03
 - h) 9:15
 - i) 12:20
 - j) 4:40
3. Students do page 63 in the Student's book. In the first section, ask 'WHAT TIME IS IT?' Students read the time. In the second section, dictate the following times for the students to write:
- a) It's 9:00.
 - b) It's 12:00.
 - c) It's 1:30.
 - d) It's 5:30.
 - e) It's 9:30.
 - f) It's 7:15.
 - g) It's 10:25.
 - h) It's 11:45.
 - i) It's 2:35.
 - j) It's 5:48.
 - k) It's 3:05.
 - l) It's 8:02.
4. Do workbook pages 23-29.
5. Students do pages 64-66 in the Student's book.
6. Point out that 'one-fifteen' (1:15) and 'quarter after one' are two ways of saying the same time. Also, explain that 'one forty-five' (1:45) and 'quarter to two' are two ways of saying the same time. This will be difficult for many students since the hour they are identifying is the 'upcoming' not the present, hour. 'One-o-five' (1:05) and 'five minutes after one' are two ways of saying the same time.
7. Students complete page 67 in the Student's book.

7. Cont'd

Dictate the following times for students to draw in:

- a) It's three o'clock
 - b) It's six-thirty
 - c) It's ten minutes after nine
 - d) It's quarter to eight
 - e) It's twenty after twelve
 - f) It's twenty to eleven
 - g) It's five minutes to five
 - h) It's quarter to six
 - i) It's five minutes after three
 - j) It's ten minutes to twelve
 - k) It's fifteen minutes after one
 - l) It's twenty five minutes to seven
8. Ask students to ask someone (a neighbor, a stranger in a grocery store, etc.) the time. Students later report their experience back to class.

B. Dates (Unit 55)

1. Do workbook pages 30 - 31.
The words for the Write Other Word exercises are:
"D" - Day, December, Dime, Dollar, Don't, Down, Dozen
2. Teach these words as sight words: date, day, month, (mo.), year, (yr.)
3. Do "Write Other Words" with: Date - "D" - Day, December, Dime, Dollar, Don't, Down, Dozen
4. All students should copy the present date on a piece of paper.

WEEK 8

XI. Names (Unites 56-57)

A. Naming Systems (Unit 56)

1. Ask students about how they are addressed by various people in their ethnic communities - family, friends, neighbors, co-workers, etc. When is a first name appropriate? When is a title and last name appropriate?
2. Ask students if they know native English speakers. Write these names on the blackboard. Ask the students how they think other people address them. What do their family, friends, neighbors, co-workers call them?
3. Ask the students how others call them. Would they prefer a different form of address? Are they comfortable with the pronunciation?

B. Filling in a Form (Unit 57)

1. Do workbook pages 32-44.

1. Cont'd

The words for the Write Other Words exercises are:
"W" - Wednesday, Women, Walk
"tion" - Station

2. Teach these words as sight words: birthdate, sex - male(m), female(f), Mr., Mrs., Ms., Miss, marital status, married, single, separated, divorced, widowed, occupation, signature, abbreviations - telephone number, social security number.
3. Do "Write Other Words" with:
Widowed - "W" - Wednesday, Women, Walk
Occupation - "tion" - Station
4. All students complete page 70 in Student's Book.
NOTE: Because form-filling is so important, you may want to make additional copies of this form in this lesson and give to students in subsequent class sessions.
5. Ask students to collect and bring to class any forms that they have had to fill-out.

Review Units 31 - 57

Role Play:

Present the situations to individual students.

1. You are on a bus.
You have no change.
What do you say?
2. You buy a gallon of milk for \$2.00.
You pay for it with a \$10.00 bill.
The clerk gives you \$3.00 in change.
What do you say?
3. You ask for fifty nails.
The clerk give you fifteen.
What do you say?
4. A woman is sitting next to you on a bus.
She leaves her purse when she gets up.
What do you say?

WEEK 9

XII. Food (Units 58 - 62)

A. Using a Vending Machine (Unit 60)

1. Do workbook pages 45 - 48.
The words for the Write Other Words exercises are:
"ch" - Cheese, Chicken, Change, Checkout

A. Cont'd

2. Teach these words as sight words: coffee, tea, chocolate, black, sugar, light, extra, coin return.
3. Direct students to look for vending machines - food, stamps, cigarettes, etc. Have them copy the names of the choices available. Teach students to read the items the next class period.

B. Ordering Food (Unit 62)

1. Do workbook pages 49 - 54.
2. Teach these words as sight words: milk, coke, cream, ice, ice cream, french fries, cheeseburger, hot dog.
3. Write the menu on page 77 on the blackboard for all students to see.

XIII. Travel (Units 63 - 65)

A. Travel Routines (Unit 63)

1. Do workbook pages 55 - 57.
The words for the Write Other Words are:
"W" - Wednesday, Woman, Walk, Widowed
"P" - Penny, Police, Push, Pull, Pound, Post, Pint, Peach
"H" - Hot, Half, Help, Hospital, Ham, Hamburger
2. Teach these words as sight words: Main, Elm, Wood, King, Pine, Hill
3. Do "Write Other Words" with:
Wood - "W" - Wednesday, Woman, Walk, Widowed
Pine - "P" - Penny, Police, Push, Pull, Pound, Post, Pint, Peach
Hill - "H" - Hot, Half, Help, Hospital, Ham, Hamburger
4. All students look at page 79 of their student books.

WEEK 10

XIV. Appointments (Units 66 - 69)

A. Making an appointment (Unit 66)

1. Explain to students the process for making appointments, as well as **WHEN** you need an appointment - for a doctor, dentist, job interview, etc. Have students ever made appointments? Has anyone made an appointment for them? Who made the appointment? Was it done by telephone or in person?
2. Do workbook pages 58 - 59.
3. Students complete the bottom of page 86 in the student's book.

C. Locating Objects (Unit 73)

1. Request that students ask a neighbor or English-speaking friend (if possible), where they can buy one of the items practiced. The next class session, ask them what happened - What did they say? What did the other person say?

D. Getting a prescription (Unit 75)

1. You may want to talk to students about the importance of a prescription. In many countries, a lot of different types of medicine can be bought over the counter - this is not true in the U.S.
2. Ask students to look for drugstores in the community. Ask them to write down the names and locations. If the store hours are listed, ask them to also write down the hours. In class discuss what information the students have.

WEEK 11

XVI. Directories (Units 76 - 80)

A. Reading medicine labels (Unit 76)

1. Do workbook pages 65 - 73.
2. Teach these words as sight words:
 - a) Spoon, teaspoon (tsp.), tablespoon (tbs.), pill, capsule.
 - b) One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

NOTE: Tablespoon has been abbreviated in a number of ways - tbl, tbs., t., etc. We have chosen the one we found to be the most frequently used (you may wish to introduce the others if they will appear on students prescriptions from your local pharmacies.)

3. All students complete pages 96 - 97 in the student's book.
4. Bring to class prescription medicines that you have at home. Let students look at the medicine and identify the dosage and the time the medicine is to be taken.

Have students bring some of their medicine to class. Help them to read the amount and frequency of the prescribed dosage.

A. Cont'd

4. Students scan the appointment card on page 86 looking for the date and time. Students circle the date on the calendar and write the time. Explain to students that it is not necessary to read every word!
5. Students complete pages 87 - 88 in the student's book.
6. List the types of illnesses on the blackboard. Teach them as sight words.
7. Have students bring to class appointment cards that they have been given. Show the cards to the class. Ask individual students to find the date and times written on the cards.

Periodically check to see if students have made any appointments. Ask them - Was it easy to make the appointment? What did they say? What did the receptionist say?, etc.

B. Insisting (Unit 68)

1. Explain to students that if they are not satisfied with a particular appointment time, they should feel free to request a different time. It is all right to insist, but it must be done politely. The voice should be "firm," but not overly "assertive."

XV. Obtaining Things (Units 70 - 75)

A. Out and about in the community (Unit 71)

1. Request that students look for and "read" all the street signs in the neighborhood. Ask them to find streets, stores or buildings that were not presented in class. Students should copy the name and bring them to the next class. Introduce all these items to the rest of the class.

B. Sign recognition (Review Unit 72)

1. Do workbook pages 60 - 64.
2. Review the following word as sight words: Push, Pull, Open, Closed, entrance, exit, cashier, checkout, restrooms, men, women, walk, don't walk, stop, bus stop, taxi, school, bank, post office, hospital, bus station, train station, fire station, police station.
3. All students complete pages 91 - 93 in the student's book.

B. Understanding floor plans (Unit 80)

1. Do workbook pages 74 - 77.
The words for the Write Other Words exercises are:
"Cl" - Closed
"B" - Banana, Bus, Bank, Birthdate, Black
2. Teach these words as sight words: pharmacy, books, records, clothing, toys, check-out.
3. Do "Write Other Words" with:
Clothes - "Cl" - Closed
Books - "B" - Bananas, Bus, Bank, Birthdate, Black

XVII. Maps (Units 81 - 82)

A. Reading a street map (Unit 81)

1. Teach the names of the streets as sight words.
(See student's book pages 99 - 100).
2. On the blackboard, draw a simplified map of Lowell.
Teach the street names as sight words.

WEEK 12

Review of Units 58 - 83

Role - Play:

Present the situations to individual students.

1. You are at a fast food restaurant.
You want to order something to eat.
What do you say?
2. You are in a restaurant.
You want something to eat
The waiter asks you what you want.
What do you say?
3. You have a prescription which you want filled.
You go to a drugstore.
What do you say to the pharmacist?
4. You have a toothache.
You call a dentist's office
What do you say to the receptionist?
5. You have a bad stomachache.
What do you do?

Problems:

1. John Carter left his umbrella at the bank yesterday.
What should he do? What should he say?

Problems Cont'd

2. Mary Baker wants to buy a present for her granddaughter's birthday. What should she do? Where should she go?
3. Moua Yang's car won't start. What should he do? Where should he go? What should he say?

Directions

Draw a map of the community on the blackboard. (Place John Carter's house on the map.) Explain the following situation:

Yesterday John Carter hurt his leg. He cannot walk. He asks his grandson to do some things for him. His grandson does not know the town. Ask students to give directions for the following errands. Record the directions, so that they can be played back for corrections and improvements.

1. John Carter wants a money order from the bank. Tell his grandson how to go to the bank.
2. John Carter wants some stamps from the post office. Tell his grandson how to go to the post office.
3. John Carter needs some medicine from the hospital. Tell his grandson how to go to the hospital.
4. John Carter wants to get some food for dinner. Tell his grandson how to go to the supermarket.

Extend the situation as follows:

But his grandson gets lost, so he has to ask for directions. (Indicate on the map where he is at the time). The students give directions.

WEEK 13

XIX. Daily routines (Units 80 - 85)

A. The students' Typical Day (Unit 85)

1. Do workbook page 78. Read the instructions orally.

Explain to students that they should fill-out the pages each day for a week on their "activities."

2. Ask students to turn pages 113-14 in the Student's Book. Read the directions orally. Explain to students that they should take notes each day for a week on their activities.

XX. House Problems (Units 86 - 88)

A. Insisting (Unit 88)

1. Ask students if they have ever been in situations in which they requested something and the request was denied. How did they feel? What did they say/do?

XXI. More Complicated Purchases (Units 89-96)

A. Using checks (Unit 94)

1. Do workbook pages 80 - 83.
2. Write the numbers one-twelve on the blackboard.
Point to words. Students read.
3. Teach the following groups of words as sight words:
 - a) fourteen, sixteen, seventeen, eighteen, nineteen
(Point out these words are the "number" plus "teen".)
 - b) thirteen, fifteen
 - c) twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety
(Point out that 60-90 contain the simple number plus "ty").
 - d) hundred, thousand
4. All students turn to pages 123 and 124 in their student books.

Say a number
Students point to it.

NOTE: You may turn this into a modified BINGO game similar to the one played in Unit 9. Say a number and have students cover the number with a piece of paper.

5. Students silently read the words and write the numerals.
6. Do workbook pages 34 - 36.
7. Write "hundred" and "thousand" on the blackboard.
Teach "hundred" and "thousand" as sight words.
8. Write three place numbers on the blackboard.
Write the words number by number.
Ex: 451 four hundred fifty-one

Write other numerals. Students write the numbers and words on pieces of paper.
9. Introduce four-place numbers and follow the above steps.
10. Draw a large check on the blackboard.
Show students where to write the date. Write today's date.

Show students where to write the name of the company or person who is getting the check. As an example, write the check to the "Post Office".

C. Coping with Salespeople (Unit 96)

1. Explain that many salespeople who come to people's houses are "agressive" in their selling. Point out that students do not have to listen to the sales pitches if they do not want to. It is NOT impolite to say "I'M NOT INTERESTED, THANK YOU."

At the same time, discuss with students how important it is NOT to let people inside an apartment or house unless students know who they are. Depending on the neighborhood, some students particularly women, may not wish to answer the door at all.

2. Explain to students that if they do not understand someone who is talking too fast or is using language that students do not understand, it is all right for students to interrupt the speaker with questions. If students do not attempt to control the language they are being presented with, they will not understand and communication will not take place.
3. Ask students to discuss situations where they were approached by salespeople. What did the salesperson say? What did the student say?

WEEK 15

XXIII. Making Contact (Units 99 - 104)

A. Family (Unit 99)

1. Do workbook pages 91 - 95.
2. Teach these words as sight words: husband, wife, mother, father, son, daughter, brother, sister, grandfather, grandmother, grandson, granddaughter.

B. Meeting a Neighbor (Unit 100)

1. Show students pictures of your family. Identify them as: "THIS IS MY ____." "HIS/HER NAME IS ____." (Provide other information as appropriate. "HE/SHE IS ____ YEARS OLD. HE/SHE IS A ____," etc.)

CAUTION: Activities 2 and 3 may be very emotional, hence inappropriate for some of your students., particularly for those who are refugees who have lost some of their close relatives.

2. Ask students to bring to class picutres of their families. Students introduce their families as indicated above.

10. Cont'd

Show students where to write the amount in numerical form. As an example, write the check for \$10.50.

Show students where to write the amount in words.

11. Do workbook pages 87 - 89.

12. Show students how to write "cents." Write \$.35 on the blackboard. Write "35/100's."
Write other "cents".
Write \$.30, \$.50, \$.75, on the blackboard.
Students write them
Students rewrite them in check-form.

Write \$10.25 on the blackboard. Write "ten and 25/100's".
Write \$1.05, \$12.13, \$20.19, and other amounts on the blackboard.
Students rewrite the amounts in check-form.

13. Bring to class sample checks. Have students fill out these checks. Students practice filling out these checks.

B. Paying Bills (Unit 95)

1. Do workbook page 90.
2. Teach these words as sight words: date, due.
3. All students turn to page 126 in their student books. Tell students to look at the bill, circle the amount due and underline the date due. Check their work. Encourage students to "scan" - they do not have to "read" each word in order to find the information they need.
4. Students complete pages 126, 127 and 128 individually.
5. Bring to class bills from your local community - water, electricity, gas, etc. Ask students to find the total amount and the date due. Point out penalties for late payments if there are any. Discuss how you can pay the bills - by mail? In person - where?

If students would feel comfortable - ask them to bring to class some of their bills. Make sure they can identify the amount due and the date they're due. Help them to write checks for the amount. (In the interest of privacy, it is probably better not to pass students bills around the class for others to see).

3. Have students write a family tree similar to the one on page 131. Students should write person's name and the relationship.

If possible, encourage students to invite their "friendlier" neighbors in for a cup of coffee or tea. Have them report to you on what happened.

C. Inviting Someone (Unit 101)

1. Encourage students to discuss any situations they were in, in which they invited someone or someone invited them. What did the students say? What did the other person say? Was the invitation accepted?

D. Meeting New People (Unit 103)

1. When a new student comes into the class, direct students to introduce themselves during the break. (Hopefully the student will be from a different language background- otherwise the exercise is contrived!)
2. Ask students to share any experiences they have had in meeting new neighbors, workers, etc.

XXIV. Coping with Misfortune (Units 105 - 108)

A. Safety Signs (Unit 108)

1. Do workbook pages 96 - 97.

The words for the Write Other Words exercises are:
"ble" - flammable

2. Teach these words as sight words: flammable, combustible, no smoking, keep out, danger, caution, poison.
3. Do "Write Other Words" with: combustible - "ble"
- flammable.
4. All students complete pages 139 - 140 in the Student's Book.

WEEK 16

XXV. Maintaining Contact (Units 109 - 112)

A. Expressing interest in belongings (Unit 113)

1. Encourage students to bring to class objects which they think are beautiful. Other students in the class ask questions similar to those practiced.

Encourage students to compliment something that belongs to another person. Ask them to report back to you and the class. What did they say? What did the other person say?

Role Play:

1. You want to invite your neighbor for a cup of coffee.
What do you say?
2. Your neighbor invited you to a party.
Your child is sick, so you can't go.
What do you say?
3. (The following exchange should be recorded).

Hello, How are you?
Fine, thank you. How about you?
Oh, not so good.

What do you say now?
4. The students should reply appropriately to the following statements:

My father is sick.
My son passed his exams yesterday.
My friend lost his job last week.
My sister is getting married next week.
I'm not feeling very well today.
5. You are on a bus.
You can't find your purse.
What do you say?
6. Show a picture of an article of clothing.
You want to buy that.
Tell the sales clerk what you want.

WEEK 17

Review and Assessment