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ABSTRACT

This guide outlines a curriculum designed to provide English-as-a-Second-Language (ESL) life-skills instruction for refugees in the Chicago metropolitan area, concentrating on the Level One survival skills. Non-Southeast Asians account for more than half of those served, all of whom receive, or are at risk of receiving, public assistance. Most are aged 25-40 years, and two-thirds have been in the United States for longer than 6 months. Approximately 50% have 0-3 years of education in their own countries, and work experiences range from farming/fishing to engineering, with most in unskilled jobs. After initial needs assessment by bilingual staff, Project Work English consists of 3 levels of instruction: Level One, survival, Level Two pre-employment, and Level Three, pre-employment. Students attend special job workshops, often in their native language, and industry specific needs are also addressed, such as for food production/service, woodcraft, housekeeping, and auto mechanics. The guide includes Work English competencies for Level One and the following instructional units: basic literacy skills; personal identification; money; shopping, time and dates; telephone, health, emergencies; directions; transportation; housing; post office, banking/bills; social language; and clarification. A Level One screening test, key competencies checklist, and Work english achievement test are also included. (Contains six references.) (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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ED 384 257

NORTHWEST EDUCATIONAL COOPERATIVE

# PROJECT WORK ENGLISH COMPETENCY-BASED CURRICULUM

## SURVIVAL-LEVEL ONE

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PROJECT WORK ENGLISH  
COMPETENCY-BASED CURRICULUM

SURVIVAL-LEVEL ONE

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## INTRODUCTION

PROJECT WORK ENGLISH (W.E.) was funded in June 1984 by the Illinois Department of Public Aid, Refugee Resettlement Services to provide instructional services to refugees living in Chicago. The goal is to provide ESL instruction which leads to the expeditious economic self-sufficiency of the refugee.

Project W.E. serves 150 refugees at a given time and has served over 300 refugees in its first year of operation. The student population comprises a variety of refugee groups. The major groups served are: Cambodian, Ethiopian, Romanian, Assyrian, and Lao, with some Vietnamese, Hmong, Iranian, Polish, Russian, and Afghan. At any point in time, non-Southeast Asians account for more than half the student population. All receive public assistance or are at risk of receiving it. All clients are considered candidates for employment. Two thirds of the population have been in the U.S. longer than 6 months. Their ages range from 16-62 with the majority falling between 25-40. Approximately 50% of the population is male and 50% female. Educational background varies: approximately 50% have 0-3 years of education in their own countries. Approximately 10% have attended high school or college. Work experience ranges from farming/fishing to engineering. The majority have experience in unskilled jobs.

Staffing includes six full-time instructors, one half-time administrator, and one half-time support staff. All professional staff have M.A. degrees in ESL. The average length of ESL teaching experience is seven years. Bilingual assistance is provided by other agency staff as needed. Each teacher provides a total of 25-30 hours of instruction. The remaining time is spent in recruiting new students, testing incoming students, writing curriculum, visiting work-sites, discussing individual students' goals and progress with case managers and job developers, participating in in-service training activities, planning lessons, and record-keeping.

## OVERVIEW OF THE INSTRUCTIONAL PROGRAM

Project Work English offers three levels of instruction: Level One survival, Level Two pre-employment, and Level Three pre-employment. Each of these classes has three tracks, dependent upon students' literacy level and learning rates. (See page vii for a complete description.) Occupation-Specific and Cluster VESL classes are offered in the following areas: Housekeeping/Janitorial, Food Production/Service, Woodcraft and Auto Mechanics.

Upon entering Project W.E., students are given the Basic English Skills Test, Core Section, and the W.E. literacy screening test. Chart I contains the test scores and the MELT Student Performance Levels for each W.E. level.

CHART I

### PROJECT WORK ENGLISH PLACEMENT TESTING

W.E. LEVELS	B.E.S.T. SCORE	STUDENT PERFORMANCE LEVELS
I - C TRACK 24 weeks	Core 0 - 28 W.E. Literacy Screening Test Part I: 0 - 25 points Parts II-III: 0 - 2 points	0, I, II
I - B TRACK 16 weeks	Core 0 - 28 W.E. Literacy Screening Test Part I: 25 - 34 points Parts II-III: 3 - 4 points	0, I, II
I - A TRACK 16 weeks	Core 0 - 28 W.E. Literacy Screening Test Part I: 25 - 34 points Parts II-III: 5 - 6 points	0, I, II
II - 16 weeks	Core 29 - 41	III, IV
III - 16 weeks	Core 41 - 50	IV, V
Refer to Job Workshop	Core 50+  Literacy Test 29+	V, VI, VII



The Student Flow Chart appears on page IV as chart II. It is important to note that students attend either a Level Two pre-employment or a Level Three pre-employment. Because of resource limitations, a student cannot attend a Level Two and then a Level Three. The content for both classes is basically the same; Level Three differs in terms of language complexity and it contains a limited number of additional competencies which develop students' flexibility on the job.

Concurrent with General VESL instruction, or immediately after its completion, students attend either a job workshop or a job club provided by employment agencies. A job workshop provides an orientation to the world of work and to job search skills. The information and discussion is often carried out in the participant's native language. A job club has participants with a higher English proficiency; it consists of self-directed job search. Both lead to employment.

## PROCESS OF CURRICULUM DEVELOPMENT

A curriculum is a defined outline for an instructional program. It is an essential component of an ESL program because a) it serves as a guide to teachers in planning their lessons, b) it explains to people outside the ESL program what the instruction offers clients, c) it facilitates continuity of instruction among the various levels, and d) it provides the basis for testing student achievement.

The W.E. curriculum is competency-based. We chose this approach because it emphasizes the teaching/learning of the English needed for performing specific life skills. As the MELT Resource Package indicates, a competency-based ELT program offers the following advantages: a) consistency with accepted curriculum development practices, current linguistic theory regarding communicative competence, and adult learning theory; b) a means for student evaluation; and c) a basis for program accountability.

The development of the Project Work English curriculum was an on-going activity which took place during a fourteen month period. Listed below is a description of the steps used in this development:

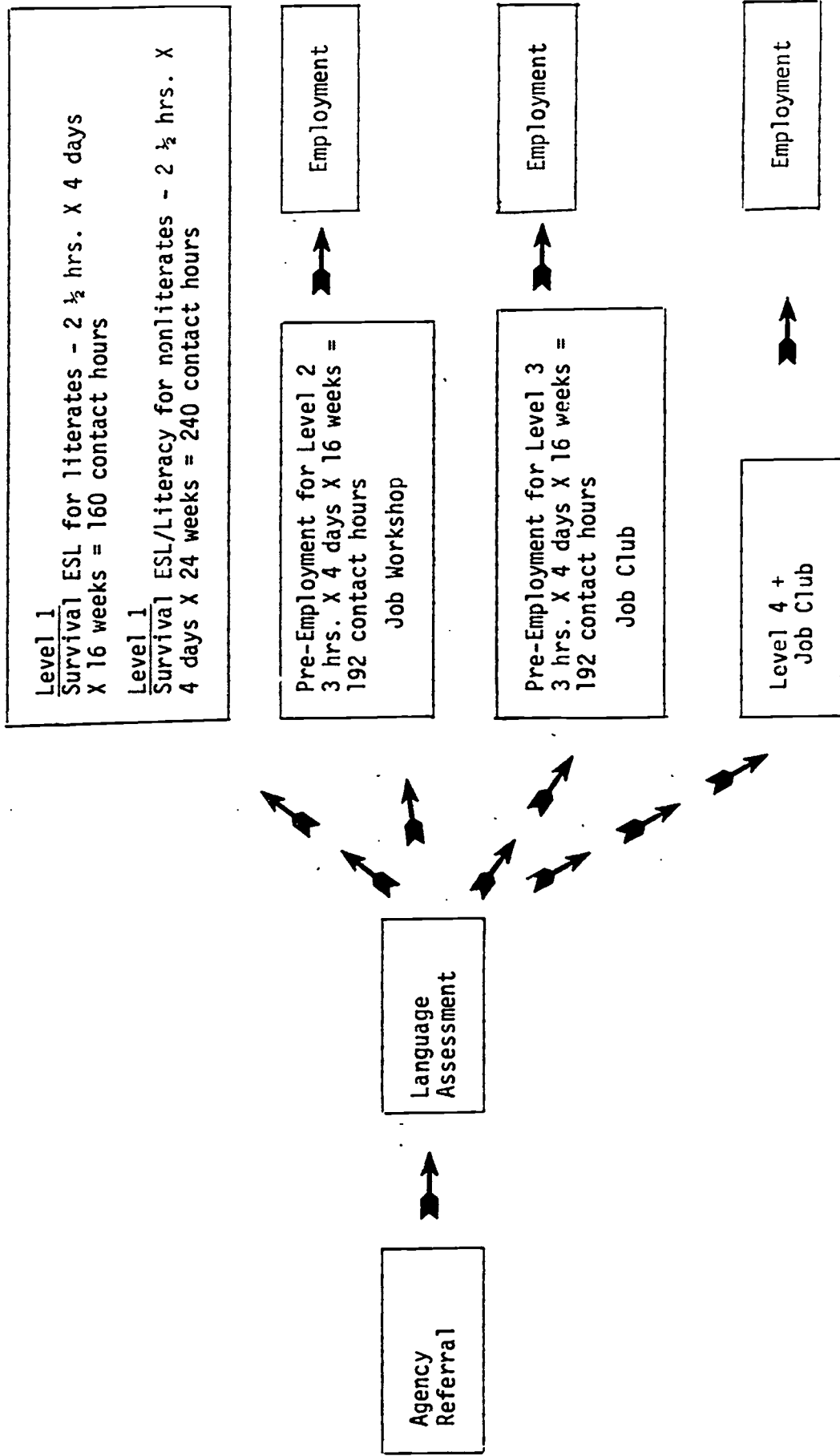
### PHASE ONE - DEVELOPMENT OF DRAFT

#### 1. Reviewing existing curricula, resource materials, and textbooks.

This review provided the developers with different perspectives on students' needs and approaches to curriculum development. The examination of the curricula developed in the Southeast Asian refugee camps provided information about the skills the graduating students would have upon entry into our program. The most valuable resource was the Mainstream English Training Project Resource Package, which contains suggestions for developing/adapting a competency-based curriculum and a list of competencies in topics and cross-topics for seven instructional levels.

The following resources were also found to be useful: Chicago Urban Skills Institute Curriculum, English At Work, English In Industry-Formulae for Beginners, Industrial English, and Refugee Education and Employment Program Curriculum. (Refer to the Appendix for additional information about these resources.)

CHART II  
WORK ENGLISH  
STUDENT FLOW CHART



Phone Numbers

N.E.C.: 870-4166

Uptown: 784-6821

2. Conducting a needs assessment.

Staff interviewed bilingual workers regarding the English language needs of the client groups, visited and observed the Uptown neighborhood to determine the English needed for daily survival and conducted a comprehensive employer survey. (The results of the employer survey are found in the Introduction to the pre-employment curriculum.)

3. Identifying topics and cross-topics for the survival curriculum.
4. Identifying competencies for each of the topics and cross-topics.
5. Grouping competencies into instructional units.
6. Identifying situations and roles for the instructional units.
7. Identifying language competencies for each instructional unit. The sequence was:
  - a. identifying language forms used in verbal interactions (LISTENING and SPEAKING modes)
  - b. identifying vocabulary
  - c. identifying the language which students would "read and would have to "write "
  - d. identifying the grammatical structures.
8. Identifying strategies for adapting each instructional unit for different levels of students.
9. Writing culture notes.
10. Citing possible instructional materials.

## PHASE TWO - FIELD-TESTING

Field-testing by six teachers in ten classes.

## PHASE THREE - FINAL VERSION

1. Reviewing field-testing teachers' comments and recommended changes.
2. Revising and producing curriculum in its present form.

## DESCRIPTION OF INSTRUCTIONAL TRACKING

The Level I - Survival ESL Curriculum is designed to provide maximum flexibility for students with widely different backgrounds and learning styles. A three-track system of instruction provides for differences in students' educational backgrounds, degrees of native and English language literacy, and subsequent learning styles. Students are placed into one of the following three tracks:

### A Track: 16 Weeks

Students enrolled in this track have generally completed at least six years of formal education in their native country. Therefore, they are literate in their native language and have developed study skills which enable them to use the printed word to aid their learning of English (for example, taking notes in class, writing down vocabulary and dialogues for practice at home, etc.). These students can benefit from a formal introduction to and practice with grammatical structures which are used to support communication practice. Students can apply such knowledge to generate communication in new situations.

Also, the native language of these students is often one with a Roman alphabet. This match increases the transfer of certain linguistic and literacy skills (such as cognate vocabulary and the notion of alphabetical order), making their learning "fast".

### B Track: 16 Weeks

Students enrolled in this track have generally completed some formal education in their native country (although not as much as in Track A). Therefore, they are often somewhat literate in their native language and have developed fairly good motor skills and limited study skills. However, because their native language is usually one with a non-Roman alphabet, these students are able to read and write English to a limited extent only; the written word and formal study of grammatical structure do not play a major role in the students' learning. These students tend to "acquire" English by memory rather than "learn" it by study of grammatical structure (cf. "Grammatical Structure Focus" under "Explanation of Headings").

Some of these students have completed a year or more of ESL instruction either in overseas refugee camps or in the United States. Thus, they have a greater grasp of certain cross-topical key competencies (found in the cross-topics "Time", "Dates", and "Money", for example) than do students enrolled in the C Track.

### C Track: 24 Weeks

Students enrolled in this track have generally had little or no education in their native country or in the United States, are non-literate in their native language (or come from a population whose native language has no written form), possess poor to fair motor skills, and are usually unfamiliar with the Roman alphabet. Because of their severely limited literacy skills, these students need to complete a unit of pre-literacy skills in addition to the survival competencies covered by the other two tracks (cf. "Topics, Cross Topics, and Sequence"). These students also need constant practice and review of cross-topical key competencies such as "Time", "Dates", and "Money". For these reasons, students in this track require eight additional weeks of instruction.

As in the B Track, the written word and formal study of grammatical structure do not play major roles in these students' acquisition of English.

## TOPICS, CROSS-TOPICS, AND SEQUENCE

### 1. Topics

The curriculum's language competencies are divided into topic and cross-topic areas. A "topic" refers to the context in which language is used. For example, the competency "Report basic household problems" is found in the topic "Housing." A "cross-topic" is a topic which can occur in other topic areas. For example, the competency "Read and write dates" from the cross-topic "Time and Dates" also occurs in the topics "Shopping" (reading expiration dates of food), "Health" (reading appointment times), "Banking and Bills" (reading the date due on bills), etc.

There is a total of fifteen topics and cross-topics in the curriculum:

TOPICS	CROSS-TOPICS
Banking/Bills	Basic Literacy Skills
Emergencies	Directions
Health	Clarification
Housing	Money
Post Office	Personal Identification
Shopping	Social Language
Transportation	Telephone
	Time & Dates

### 2. Cross Topics

The cross-topical competencies are essential for successful communication in many different situations; therefore, these competencies should "spiral" throughout the 16 or 24 - week course. "Spiraling" refers to returning to the same topic, but at a different (higher) level, or with a different language competency in mind, during subsequent lessons. Such spiraling helps reinforce these key cross-topical areas, many of which represent new concepts--not simply new vocabulary--for some students. Students who are non-literate, have minimal education, or who came from non-industrialized societies may, for example, be unfamiliar with the precise measurement of time, and may therefore find difficulty with hours, months, years, etc., and with using a calendar. Spiraling the cross-topical competencies from "Time and Dates" in subsequent lessons, then, helps familiarize these students with new concepts as well as new vocabulary.

In addition, the cross-topical competencies form the basis of many of the competencies taught in the Level Two/Three Pre-Employment courses. Students need to master these key competencies if they are to deal successfully with lessons on time sheets, paychecks, etc. Later on they will need to have mastered them if they are to be successful on the job. For these reasons, it is essential that cross-topical competencies be recycled whenever possible.

#### A. Basic-Literacy Skills

The competencies found in this cross-topic are especially relevant to students enrolled in C Track. In the case of non-literate students, instructors will probably find it necessary to cover certain competencies (for example, "Develop visual discrimination skills for shape, size, and directionality") before moving on to other topic areas. Other pre-literacy competencies can be covered concurrently with competencies from other topics. For example, "Name and write digits 0-9" can be taught with competencies from "Personal Identification" involving telephone numbers, social security numbers, etc. In some cases, instructors may decide to delay certain competencies until later in the course; for example, "Name, copy, and print lower case letters" can be covered well after students have become familiar with the upper case.

Students in the A Track or B Track may benefit from using the Pre-Literacy Skills section as a remedial tool (especially pages 3-5).

#### B. Social Language and Clarification

The competencies found in these two cross-topics should be taught in real-life contexts as situations arise in the classroom. For example, the competency "Introduce self and others" can be taught on the first day of class or whenever a new student joins the class, while "Express a lack of understanding" can be taught and reviewed each time a student does not understand something, etc.



### 3. Sequence

The topics and cross-topics are sequenced in order of importance to students' lives, ease of contextualization and their relationship to other topics and cross-topics. The sequence is:

1. Basic Literacy Skills
2. Personal Identification
3. Money
4. Shopping
5. Time and Dates
6. Telephone
7. Health
8. Emergencies
9. Directions
10. Transportation
11. Housing
12. Post Office
13. Banking/Bills
14. Social Language
15. Clarification

## CURRICULUM ADAPTABILITY

The W.E. curriculum is designed to meet the needs of a variety of students. While the key competencies have been identified as NECESSARY for functioning in the community and are, therefore, important to all tracks, the curriculum can be adapted by teachers to meet the special needs of their classes. Some strategies for adapting include the following:

1. The instructor can stress those competencies most relevant to their students' needs and de-emphasize those less useful. For example, if the students do not own cars, the competency "Reporting a car accident" need not be covered in depth.
2. For the A Track, the grammatical structures listed for each competency can be introduced and focussed upon. This grammar practice can aid A Track students in learning English while it would neither be appropriate nor possible with B and C Tracks.
3. For the C Track, the language practiced should reflect the competency-related role it will have outside of class. For example, for the competency "Reporting household problems" the C Track student minimally learns to report the problems. He or she does not learn to produce the questions a landlord would ask regarding the nature of the problems. An A or B Track student, on the other hand, may practice the production of such questions.
4. The selection of language forms should differ in complexity for the various tracks. For the competency, "Asking the price of items", a C track student learns "How much is it?", while an A track learns these two additional forms, "How much is this?" and "How much is that?"

It is the responsibility of each instructor to adapt the curriculum to meet the needs of her students. The following teacher's calendar represents one adaptation of the curriculum to a B Track class.

TEACHER'S CALENDAR

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	
BASIC LITERACY I.U. 1,2,3	BASIC LITERACY I.U. 1,2,3	BASIC LITERACY I.U. 1,2,3	BASIC LITERACY I.U. 1,2,3	WEEK 1
BASIC LITERACY I.U. 4-5	BASIC LITERACY I.U. 4-5	BASIC LITERACY I.U. 4-5	BASIC LITERACY I.U. 4-5	WEEK 2
PERSONAL IDENTIFICATION I.U. 1-2	PERSONAL IDENTIFICATION I.U. 1-2	PERSONAL IDENTIFICATION I.U. 1-2  SOCIAL LANGUAGE I.U. 1 & 3	PERSONAL IDENTIFICATION I.U. 1-2  SOCIAL LANGUAGE I.U. 1 & 3	WEEK 3
PERSONAL IDENTIFICATION I.U. 3	PERSONAL IDENTIFICATION I.U. 3	PERSONAL IDENTIFICATION I.U. 4	PERSONAL IDENTIFICATION I.U. 4	WEEK 4
REVIEW PRE-LITERACY  PERSONAL IDENTIFICATION	MONEY I.U. 1	MONEY I.U. 2	MONEY I.U. 1&2	WEEK 5
MONEY I.U. 3	MONEY I.U. 1,2,3	MONEY I.U. 1,2,3	SHOPPING I.U. 1,2,3	WEEK 6
SHOPPING I.U. 1,2,3	SHOPPING I.U. 1,2,3	SHOPPING I.U. 1,2,3,4	SHOPPING I.U. 1,2,3,4	WEEK 7
SHOPPING I.U. 4-5	SHOPPING I.U. 5	REVIEW MONEY  SHOPPING I.U. 1-5	SHOPPING I.U. 6	WEEK 8
SHOPPING I.U. 6	TIME AND DATES I.U. 1-2	TIME AND DATES I.U. 1-2	TIME AND DATES I.U. 3	WEEK 9
TIME AND DATES I.U. 4	REVIEW TIME/DATES I.U. 1-3  MID-TERM	TELEPHONE I.U. 1,2,3	TELEPHONE I.U. 1,2,3	WEEK 10

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DAY ONE	DAY TWO	DAY THREE	DAY FOUR	
HEALTH I.U. 1,2	HEALTH I.U. 2,3	HEALTH I.U. 3-4	HEALTH I.U. 4-5	WEEK 11
EMERGENCIES I.U. 1,2,3	EMERGENCIES I.U. 1,2,3	EMERGENCIES I.U. 1,2,3	DIRECTIONS I.U. 1,2	WEEK 12
DIRECTIONS I.U. 1-2	TRANSPORTATION I.U. 1,2,3	TRANSPORTATION I.U. 1,2,3	TRANSPORTATION I.U. 1,2,3	WEEK 13
HOUSING I.U. 1	HOUSING I.U. 1,2	HOUSING I.U. 2,3	HOUSING I.U. 3	WEEK 14
REVIEW HOUSING	POST OFFICE I.U. 1	POST OFFICE I.U. 1,2	BANKING/ BILLS I.U. 1,2,3	WEEK 15
BANKING/ BILLS I.U. 1,2,3	REVIEW	ACHIEVEMENT TEST	ACHIEVEMENT TEST	WEEK 16

## EXPLANATION OF CURRICULUM HEADINGS

### 1 and 2 - Listening and Speaking

The LISTENING and SPEAKING columns are interrelated. Taken together, the sentences in these columns form interchanges. (In order to save space, however, questions and response have been typed opposite each other, and not in conventional dialogue form). Language in the LISTENING column is primarily for reception, language in the SPEAKING column for production. An arrow between the LISTENING and SPEAKING columns indicates that students must be able to understand and produce the items.

As far as possible, the suggested language in the SPEAKING and LISTENING columns represents the language actually used in a given situation. Sometimes only the simplest of possible alternatives appears, in order to keep the language at a level students can handle. A few competencies contain language that is extremely difficult for low level students, but which is necessary for successful functioning in real life situations. An example is found in the topic "Emergencies". The questions and responses are manifestly too difficult for many students, but because students are likely to encounter them if they dial the Chicago emergency number (911), they have been included for use at the teacher's discretion.

As a general rule, the interchanges represent the minimum amount of language that students need in order to be able to function successfully in the various situations. The teacher can vary the interchanges according to the students' abilities and needs.

In writing the interchanges, the guiding principles have been clarity and brevity. It seemed preferable to rely on the teacher's common sense to supply an appropriate response rather than to list all possible variations. To this end, the following conventions have been used:

1. Where the content of a whole response depends entirely on the circumstances, this has been indicated either by an example followed by "etc." or by a blank space.

Similarly, where the content of a response depends partly on circumstances, or where the response is exactly the same as the one given to a previous questions, the SPEAKING column has been left blank. For example, no response has been given for the question "Do you have any children/brothers/sisters?" because the answers given will obviously be along the same lines as those to the previous question "Are you married?"

2. Where only part of the response (a single word or a phrase) depends on circumstances, the variations have been dealt with as follows:

- (I) Where a word or phrase is subject to variation, but appears to be quite obvious, it has been indicated by X :  
"Hi, my name is X."
- (II) Where the variation is limited to a few possibilities, this has been indicated by the use of slashes between the choices:  
"Nice/happy/glad to meet you."
- (III) Where a wide variation is possible, an example has been chosen and underlined. The underlining is an indication that many other words could be substituted for the underlined word:  
"My arm hurts";  
"I like your dress".
- (IV) Optional words or phrases appear in parentheses:  
(I'd like) 2 pounds of shrimp, please.

A key to the conventions used throughout the curriculum:

- |                                     |
|-------------------------------------|
| * more difficult material; optional |
| — substitutable item                |
| / alternative                       |
| ( ) optional                        |

### 3. Reading

The words listed in the READING column represent the minimum number of items that C Track students need to be able to sight read.

Words most likely to be encountered in block capitals have been typed in capitals.

As in the VOCABULARY column, general categories have been indicated by an initial upper case letter. Thus, for example, "Numbered Sizes" means that students should be able to read "Size 38, 42", etc.

### 4. Writing

The words listed in the WRITING column represent the minimum number of items that C Track students should be able to produce in writing.

### 5. Vocabulary

Whenever possible, general categories of vocabulary have been listed rather than individual items, and are indicated by an initial upper case letter. For example, "Body Parts" is listed rather than "arm," "leg," "face," etc. Which individual items to teach is left to the instructor's discretion based on a particular class's needs and level. Individual vocabulary items not belonging to a general category appear in the lower case (for example, "appointment").

In most cases students are expected to produce the vocabulary, often within the context of interchanges such as those in the LISTENING and SPEAKING columns. In some cases, however, vocabulary items are meant for listening only, enabling the instructor to explain the topic. For example, students do not need to produce the words "dial tone" (from topic "Telephone" - page 1) to master the competency "Ask to speak to someone on the telephone", yet a class discussion introducing students to telephone usage will probably include a reference to "dial tone." As when using the LISTENING and SPEAKING columns, instructors need to determine which items listed under VOCABULARY need to be produced and which need only to be understood by their students.

## 6. Grammatical Structure Focus

The GRAMMATICAL STRUCTURE FOCUS column identifies the major grammatical structures found in the LISTENING and SPEAKING columns. Where possible, the grammatical structure terminology is the same as that used in the MELT Resource Package. Examples of structures are included in parentheses where the grammatical nomenclature may be vague.

In a competency-based curriculum, grammar is a means to the end of developing communicative competence and is never an end in itself. This does not mean, however, that grammatical structure plays no role in the students' acquisition of English. Focus on grammatical structure varies with the students' backgrounds and learning styles as follows:

### Track A

Because of their educational background (6 years +), students in Track A will probably expect some form of grammatical structure explanation and focus, since they may have experience with a grammatical approach to learning languages. While Track A students can thus benefit by some grammatical structure practice, instructors should keep in mind the goal of the Work English curriculum is the development of communicative competence.

Whenever possible, written grammatical structure exercises should relate to the competencies being taught, both in terms of vocabulary and context. Certain survival English textbooks (Such as BASE1 and BASE2) attempt to tie structure to survival competencies.

### Tracks B and C

Most of the structures in the GRAMMATICAL STRUCTURE FOCUS column are learned as "formula" by Track B and C students. Because of their limited formal education, these students tend to "acquire" English by memory rather than "learn" it by conscious focus on grammatical structure. However, two grammatical points require special classroom focus to prevent breakdowns in communication: subject pronouns (I, you, he, she, etc.) and possessive adjectives (my, your, his, her, etc.). Instructors may find it necessary to practice these pronouns often, using traditional structural drills. (This is especially true for C Track students.) Whenever possible, practice should relate to the competency being taught (e.g., "He's married." "Her first name is Pov.") as well as the reality of students' lives.



## 7. Culture Notes

The CULTURE NOTES have been included to focus on some of the difficulties students may experience in adapting to American life. Many aspects of American life which seem straightforward to Americans may be completely new and confusing to refugees from a different culture, especially those from a rural background who are suddenly forced to adapt to urban living. Several of the CULTURE NOTES are based on suggestions from case managers for students of different nationalities. A few of the culture notes contain information specific to the local (Chicago) area. It is probably not possible to convey all of the information contained in the notes to a Level I class without the help of a bi-lingual aide, but these notes have been listed so that teachers can be aware of at least some of their students' problems.

## 8. Possible Materials

The curriculum lists possible instructional materials for each instructional unit. The following abbreviations have been used.

- ANS     A New Start: A Functional Course in Basic Spoken English and Survival Literacy. Mrowicki, Linda and Peter Furnborough. Exeter, NH: Heinemann Educational Books, 1982.
- ANS1    A New Start: Literacy Workbook 1: A Functional Course in Basic Spoken English and Survival Literacy. Mrowicki, Linda and Peter Furnborough. Portsmouth, NH: Heinemann Educational Books, 1982.
- ANS2    A New Start: Literacy Workbook 2: A Functional Course in Basic Spoken English and Survival Literacy. Mrowicki, Linda and Peter Furnborough. Portsmouth, NH: Heinemann Educational Books, 1982.
- BASE1   Basic Adult Survival English: with Orientation to American Life. Part I. Walsh, Robert E. Englewood Cliffs, NJ: Prentice-Hall, 1984.
- BASE2   Basic Adult Survival English: with Orientation to American Life. Part II. Walsh, Robert E. Englewood Cliffs, NJ: Prentice-Hall, 1984.
- BB1     Before Book One: Listening Activities for Prebeginning Students of English. Boyd, John R., and Mary Ann. New York, Regents, 1982.
- EAC     English for Adult Competency. Book I. Keltner, Autumn, et al. Englewood Cliffs, NJ: Prentice-Hall, 1981
- IE      Industrial English: An Example of Theory and Practice in Functional Language Teaching. Jupp, T.C., and Susan Hodlin. London: Heinemann Educational Books, 1975.
- PEL     Passage to ESL Literacy: Student Workbook Developing Skills in: Visual Discrimination, Sound Symbol Association, Sight Work Recognition, Reading and Writing. Arlington Heights, IL.: Delta Systems, 1981.
- SOS     Speaking of Survival. New York: Oxford University Press, 1982.

The materials listed are suggestions only, and teachers should decide for themselves what is relevant for their particular classes. In general, the New Start Literacy Workbooks and Passage to ESL Literacy are more suitable for the C track, while BASE Parts I and II, English for Adult Competency and Speaking of Survival are more suitable for the A and B tracks. The New Start student book and Before Book One are suitable for all tracks. Industrial English contains good suggestions for teaching methods for all three tracks. Useful suggestions for teaching can also be found in the teacher manuals for A New Start and for Passage to ESL Literacy.

## STUDENT EVALUATION

### Student Evaluation

Work English evaluation of students takes place on an ongoing basis as well as at the end of class. Because of the open entry/exit classes, ongoing assessment is needed to keep track of student achievement of specific key competencies taught during the course.

### Ongoing Assessment

W.E. staff have identified those competencies which are considered essential for students to master if the students are to function successfully in daily life. These "key" competencies form the basis of the evaluation process. (Refer to page 58 for the Key Competency List.)

The Key Competency List has been designed for use as a progress report on each student. The format enables the teacher to make an informal assessment of students' progress throughout the course. The columns on the right hand side of the page provide space for rating students on each competency on a scale of 0 - 1 - 2. As each competency is taught, the teacher enters the date that a particular level of mastery was achieved. At any point during the course, the instructor, case manager, or job developer can view the progress of an individual student.

### End of Class Achievement Test

The test used by Project Work English at the end of the Level I course appears on pages 59-72. It is based on the Key Competency List and includes most key competencies. The test is used both to assess achievement at the end of the Level I course and for promotion to the next level.

The achievement test is designed to test all fifteen topics appearing in the curriculum. It is divided into four parts. Part I consists of conversation, and tests listening and speaking, as does Part II, which consists mainly of simulations and role plays. Part III primarily tests the ability to read, while Part IV tests both reading and writing. There is some overlap of categories among the different parts of the test, arising from the need to create real life situations where possible.

The same test is used for the A, B, and C Tracks, and a passing grade for all tracks is considered to be 70 per cent. However, students in the A and B Tracks are expected to demonstrate a higher level of accuracy by the end of the course than are students in Track C. Thus the grade achieved will also be used to determine whether a student should be placed in Track A or B of Level II. Normally, students with the highest grades will be placed in Track A, Level II; however, the ongoing assessment and the degree of literacy are also important factors in making a decision about where to place students.

Specific instructions regarding the test administration and scoring are found on pages 59 and 60.

WORK ENGLISH SURVIVAL LEVEL I COMPETENCIES: TOPICS

1. BANKING/BILLS
  1. Ask to cash a check or money order.
  2. Provide proper I.D. upon request.
  3. Endorse a check.
  4. Buy and fill out a money order, including date, amount, name of addressee, own name, and signature.
  5. Read and pay bills.
2. EMERGENCIES
  1. Report an emergency by telephone in simple terms.
  2. Read emergency words.
  3. Respond to specific questions about a fire.
  4. Ask for help after robbery or assault.
  5. Respond to specific questions about robbery or assault.
  6. Respond to specific questions about a car accident or medical emergency.
3. HEALTH
  1. Identify major body parts.
  2. State major illnesses or injuries.
  3. Read simple signs relating to health care.
  4. Make a medical appointment in person or over the phone.
  5. Read time and date for a medical appointment from appointment card.
  6. Identify oneself, one's appointment time, and doctor's name, if applicable, at doctor's (or dentist's) office.
  7. Follow simple instructions during medical or dental examination.
  8. Follow simple oral instructions about treatment and using medicine.
  9. Read and follow directions on medicine labels, including abbreviations.
4. HOUSING
  1. Identify common household furniture/rooms.
  2. Answer simple questions about basic housing needs.
  3. Ask for information about housing, including rent, utilities, deposit, and date available.
  4. Report household problems and emergencies.
  5. Request repairs.
  6. Arrange time for repairs.
5. POST OFFICE
  1. Ask for items at a post office.
  2. Ask to mail letter/package (including air mail).
  3. Correctly address an envelope/package, including return address.
6. SHOPPING
  1. Read a limited number of basic signs.
  2. Ask the price of items.
  3. State basic food (or other) needs.
  4. State intention to purchase items.
  5. Request correct change when incorrect change is received.
  6. Read abbreviations for common weights and measures.
  7. Ask for food using common weights and measures.
  8. State clothing needs, including color and size.
  9. Differentiate sizes by reading tags and tape measure.
7. TRANSPORTATION
  1. Ask amount of local bus or train fares.
  2. Ask for a transfer.
  3. Read a limited number of symbols or transportation/pedestrian signs.
  4. Ask for bus or train destination.
  5. Ask when or where to get off.

WORK ENGLISH SURVIVAL LEVEL I COMPETENCIES: CROSS-TOPICS

1. BASIC LITERACY SKILLS

1. Develop visual discrimination skills for shape, size, and directionality.
2. Name, copy, and write digits 0-9 (including phone and social security numbers) in isolation and in sequence.
3. Name, copy, and write numbers 1-100 in isolation and in sequence.
4. Name, copy, and print upper case letters in isolation and in sequence.
5. Name, copy, and print upper and lower case letters in isolation and in sequence.

2. CLARIFICATION

1. Express a lack of understanding.
2. Ask someone to speak slowly or to repeat.
3. Repeat something or speak louder when asked to do so.
4. Ask the English word for something.
5. Ask the meaning/pronunciation of English words.

3. DIRECTIONS

1. Ask for location of places inside a building, or outside.
2. Follow simple oral directions to a place inside a building, or outside.
3. Ask for and follow simple directions to locate items.

4. MONEY

1. Identify United States coins and bills by name and value.
2. Read prices on tags or signs.
3. Make or respond to a request for change or specific coins.
4. Read names of coins on coin operated machines.

5. PERSONAL IDENTIFICATION

1. Respond orally and in writing to basic questions about personal identification.

6. SOCIAL LANGUAGE

1. Introduce oneself and introduce family, friends and co-workers.
2. Give and respond to simple greetings and farewells.
3. Ask and answer questions about personal background and family.
4. Keep a conversation going.
5. Excuse oneself for being late and/or interrupting.
6. Excuse oneself politely.
7. Ask permission to use or do something.
8. State weather conditions in simple terms.
9. State general feelings, likes and dislikes.
10. Give and respond to compliments.

7. TELEPHONE

1. Read and dial telephone numbers.
2. Identify oneself on the telephone when answering and when calling.
3. Request to speak to someone.
4. Respond to request to hold.
5. Respond to offer to take message.

8. TIME AND DATES

1. Read analog and digital time.
2. Write the time.
3. Ask and answer questions about the time.
4. Name and read days of the week and their abbreviations.
5. Ask and answer basic questions about days.
6. Identify parts of the day.
7. Ask and respond to simple questions about daily activities and weekly routines using time phrases.
8. Name, read and write months and their abbreviations.
9. Read and write dates in both words and numbers.
10. Ask about and give dates when asked.
11. Use a calendar.

TOPIC: BASIC LITERACY SKILLS - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Develop visual discrimination skills for shape, size, and directionality.

SITUATION: MA

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Is it the same/different? Which one is the same/different? Find the different one/the same ones. Circle the different one/the same ones. Underline the different one/the same one. Cross out the different one. Put X on the different one. Start at the top. Go from left to right.</p>	<p>Yes./No. This one/That one.</p>			<p>Imperative</p>	<p>same different left right middle top bottom</p>	<p>Directionality in English (left, right/top, bottom) differs from some languages.</p>	<p>ANSI pp. 1-8 PEL pp. 10-27</p>

Level 1 - Survival ESL

TOPIC: BASIC LITERACY SKILLS - INSTRUCTIONAL UNIT 2

COMPETENCIES: 2. Name, copy, and write digits 0 - 9 (including phone and social security numbers) in isolation and in sequence.

SITUATION: Writing phone or social security numbers, etc. on forms

LISTENING	SPEAKING	READING ←-----→	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Count <u>7</u> . Find <u>7</u> . Circle <u>7</u> . Underline <u>7</u> . Trace <u>7</u> . Copy <u>7</u> . Read <u>7</u> . Write the numbers.	0 - 9		0 - 9	Imperative	Numbers 0 - 9 Count		<u>ANSI</u> pp. 18, 20, 23 <u>BBJ</u> Unit 1, pp. 1-4 <u>IE</u> p. 84+ <u>PEL</u> pp. 2-4





TOPIC: BASIC LITERACY SKILLS - INSTRUCTIONAL UNIT 3

COMPETENCIES: 3. Name, copy, and write numbers 1 - 1000 in isolation and in sequence.

SITUATION: Writing addresses, money orders, etc.

LISTENING	SPEAKING	READING ←-----→	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Find <u>109</u> . Circle <u>109</u> . Underline <u>109</u> . Trace <u>109</u> . Copy <u>109</u> . Read <u>109</u> .	0 - 1,000		0 - 1,000	Imperative		Distinguish use of digits (such as in a phone number) from use of numbers (such as in giving age.)	ANSI pp. 19, 29, 30 IE p. 84+

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TOPIC: BASIC LITERACY SKILLS - INSTRUCTIONAL UNIT 4

COMPETENCIES: 4. Name, copy, and print upper case letters in isolation and in sequence.

SITUATION: Filling out forms, addressing envelopes, etc.

LISTENING	SPEAKING	READING ←-----→ WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Find <u>S</u> . Circle <u>S</u> . Underline <u>S</u> . Trace <u>S</u> . Copy <u>S</u> . Read <u>S</u> . Write on the line. Don't write below/ under the line. Leave/make a space. Start at the left. Start at the top.	A - Z	A - Z	Imperative, including negation	A - Z alphabet letter on under/below above line space write	Directionality in English (left, right/top, bottom) differs from some languages, as does writing on (not above, below or through lines).	<u>ANSI pp. 9-12</u> <u>BB1 pp. 5-7</u>



**TOPIC:** BASIC LITERACY SKILLS - INSTRUCTIONAL UNIT 5

**COMPETENCIES:** 5. Name, copy, and print upper and lower case letters in isolation and in sequence.

**SITUATION:** Filling out forms, addressing envelopes, etc.

LISTENING	SPEAKING	READING	←---→ WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Find <u>f</u> . Circle <u>f</u> . Underline <u>f</u> . Trace <u>f</u> . Copy <u>f</u> . Read <u>f</u> . Write <u>f</u> . Match <u>F</u> and <u>f</u> . Capital <u>F</u> . Small <u>f</u> .	Aa - Zz		Aa - Zz		capital letter small letter	See p. 4	AMS2 pp. 1-12 IE pp. 88-89 PEL pp. 31, 35, 40, 48



TOPIC: PERSONAL IDENTIFICATION - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Respond orally and in writing to basic questions about personal identification.

SITUATION: Answering questions at Public Aid, clinic, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
What's your name?	(My name is) X.	name first last middle	Print own name (first, last, middle initial.)	Wh-questions (what?)	Alphabet	In the U.S. most people have 3 names: first, middle, and last (or family) name.	ANS pp. 3, 15
What's your first/ last name?	(My first/last name is) X.			Possessive pronouns	name initial(s)		ANSI pp. 13-17
What's your middle initial/name?	X. or I don't have one. (Spell own name.)	Mr. Ms. Mrs. Miss			first last middle spell	When giving one's name orally, first name comes before last name. In writing, either order is acceptable; but when last name comes first, it is followed by a comma.	ANS2 pp. 15, 34-36
Please spell that. or How do you spell that? or Could you spell that?					Mr. Mrs. Miss Ms.	When giving one's name orally in an informal situation, first name only is often sufficient. On forms, "NAME" always means first and last name.	BASE Ch. 1 EAC p. 4 PEL p. 1

TOPIC: PERSONAL IDENTIFICATION - INSTRUCTIONAL UNIT 2

COMPETENCIES: 1. Respond orally and in writing to basic questions about personal information, continued.

SITUATION: Answering questions at Public Aid, clinic, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>What's your address?</p> <p>What's your zip code?</p> <p>What's your phone number?</p> <p>What's your area code?</p> <p>What's your Social Security number?</p> <p>What's your alien (I-94) number?</p>	<p>(It's) X. or I don't have one.</p>	<p>address (number, street) city state zip code telephone home phone area code social security number SOC. SEC. NO. SS#</p>	<p>Print relevant information</p>	<p>Wh - questions (what??)</p>	<p>Numbers address zip code phone number area code social security number alien number I-94 number signature</p>	<p>When completing forms, students should write "none" if they have no phone.  When giving one's address orally, house number and street are usually sufficient. On forms, address always includes city, state and zip code.  Unlike telephone or social security numbers, house numbers are not usually spoken as individual digits. (e.g., 3240 Smith St. is spoken as "Thirty-two forty.")</p>	<p>ANS pp. 5 ANSI pp. 26-28 55-59  ANSZ pp. 43-44 BASEL Ch. 1 BRI pp. 3-10 EAC pp. 4, 7 PEL pp. 5-9</p>

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TOPIC: PERSONAL IDENTIFICATION - INSTRUCTIONAL UNIT 3

COMPETENCIES: 1. Respond orally and in writing to basic questions about personal information, continued.

SITUATION: Answering questions at Public Aid, clinic, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
How old are you? or (What's your) age? (What's your) date of birth/birthdate/birthday. What's your marital status? or Are you married/single/divorced/widowed/separated? + When did you come to the U.S.?	(I'm) <u>X</u> .  <u>X</u> .  I'm <u>X</u> .  Yes. or No. I'm <u>X</u> .  On/in <u>X</u> .	age birthdate date of birth  marital status married single divorced separated widowed  sex male/M female/F  + date of arrival	Fill in, circle, or check age/ birthdate  Fill in, circle, or check marital status.  Fill in, circle, or check sex.	Wh - questions (what, when, how?)	Numbers  + Dates	Month precedes a day in American English.  Marital status categories may differ culturally, and need to be discussed.	<u>ANS</u> p. 70 <u>ANSI</u> p. 60 <u>ANSZ</u> pp. 32, 33, 38-41 <u>BASEI</u> Ch. 1 <u>EAC</u> pp. 7, 8, 11, 12, 13

+ It may be necessary to wait until cross-topic "Dates" for these items.)

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TOPIC: PERSONAL IDENTIFICATION - INSTRUCTIONAL UNIT 4

COMPETENCIES: 1. Respond orally and in writing to basic questions about personal information, continued.

SITUATION: Answering questions at Public Aid, clinic, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Where are you from? or What country are you from?	{I'm from} X.	country birthplace * nationality	country of origin	Wh - questions (where, what?) Subject pronouns	birthplace country nationality		BASE I Ch. 1 FAC pp. 5, 8
What city are you from?	X.				Countries/ Nationalities e.g., Ethiopia/ *Ethiopian, China/*Chinese.		
(What is your) place of birth/birthplace?	X.						
* What's your nationality?	X.						

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Level I - Survival ESI

TOPIC: MONEY - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Identify United States coins and bills by name and value. 2. Read prices on tags or signs.

SITUATION: Buying groceries, train tickets, etc.

LISTENING	←-----→ SPEAKING	READING ←-----→ WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Prices and amounts of money.		Prices Currency Symbols (\$,¢)		Currency Units: penny cent nickel dime quarter dollar buck  (dollar) bill	There are various ways to express the same amount (e.g., \$1.20; one-twenty; a dollar twenty; one dollar and twenty cents.)	ANS pp. 9-10 ANSI pp. 31-40, 65-68 BASE2 p. 23 BBI pp. 13-16 PEL pp. 137-143

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Level I - Survival FSL

SHOPPING - INSTRUCTIONAL UNIT 1

TOPIC: SHOPPING - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Read a limited number of basic signs.

SITUATION: Shopping or visiting public places

NB This competency can be introduced gradually throughout the topic "Shopping".

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
		IN OUT ENTRANCE EXIT OPEN CLOSED SALE CHECKOUT CASHIER RESTROOMS MEN (GENTLEMEN) WOMEN (LADIES) UP DOWN PUSH PULL ELEVATOR ESCALATOR NO SMOKING			See READING	Symbols (for Restrooms, No Smoking, Up, Down, etc.) should be taught.	ANS pp. 16, 91-92 ANSI pp. 61-64, 95-100, 117-118 ANS2 pp. 63-64

TOPIC: MONEY - INSTRUCTIONAL UNIT 2

COMPETENCIES: 3. Make or respond to a request for change or specific coins:

SITUATION: Asking for change for phone, laudromat, etc.

LISTENING	←----→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Do you have change for <u>\$1.00</u>?</p> <p>Do you have a quarter?</p> <p>Thank you. or Thanks anyway.</p>	<p>Yes, here you are. or No, sorry. (I don't.)</p>			Yes/no questions	Larger Currency Units: (\$20.00) change		<p>ANS pp. 19-20</p> <p>EAC p. 39</p>



TOPIC: MONEY - INSTRUCTIONAL UNIT 3

COMPETENCIES: 4. Read names of coins on coin operated machines.

SITUATION: Using phone or vending machine

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
		<p>NICKELS                      DIMES                      QUARTERS                      * (Do not use)                      PENNIES</p> <p>COIN RETURN                      CHANGE                      OUT OF ORDER                      * EXACT CHANGE ONLY                      * USE EXACT CHANGE</p>			<p>(vending) machines                      laundromat washer                      dryer                      * exact</p>	<p>Some students may be completely unfamiliar with vending machines and/or coin operated laundromats.</p>	<p>ANS p. 74                      ANSI pp. 65-67                      BASE2 pp. 24-26                      EAC p. 39</p>

TOPIC: SHOPPING - INSTRUCTIONAL UNIT 2

COMPETENCIES: 2. Ask the price of items. +

SITUATION: Shopping for food (or other) items

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>It's \$ <u>3.50</u>.</p> <p>(They're) \$ <u>3.50</u>. or (They're) \$ <u>3.50</u> each.</p> <p>(They're) <u>3</u> for \$ <u>10.00</u>.</p> <p>That's \$ <u>10.00</u>. (total price)</p>	<p>How much is it? or How much is this/ that?</p> <p>How much are these/ those?</p>			<p>Wh - questions (how much?)</p> <p>Demonstrative pronouns, singular and plural</p>	<p>Prices tax total cheap expensive</p>	<p>In large super- markets the price may not be marked on items but found on the shelf below.</p> <p>In Illinois (and in most states) there is a tax on most items, including food.</p>	<p>EAC p. 32 SOS pp. 148- 150</p>

+ See cross-topic "Directions" for locating items.



TOPIC: SHOPPING - INSTRUCTIONAL UNIT 3

COMPETENCIES: 3. State basic food (or other) needs. 4. State intention to purchase items.

SITUATION: Shopping for food (or other) items

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>What would you like?</p> <p>Which one?</p>	<p><u>X</u> please. or I'd like/want <u>this/that/these/those</u> (X) please. or I want/need <u>a/some</u> X. The <u>one</u> /on the <u>right/over</u> there, etc. or The <u>red</u> one. I'll take <u>this/that</u> (one). or I'll take <u>3</u> X please. or I'll take <u>3</u> of these/those please.</p>	<p>FOOD STORE SUPERMARKET MEAT, PRODUCE, DAIRY, etc.</p>		<p>Demonstrative pronouns, singular and plural. Indefinite pronoun (some) Indefinite articles (a, an) Wh - questions (what, which?) Adjective + pronoun (the <u>red one</u>) Nouns count/non-count singular/plural</p>	<p>Food Items Food Categories (Meat, Produce, Dairy, etc.) grocery store food store supermarket</p>		<p>ANS p. 29 ANSI pp. 69-70 BASEI pp. 29-33 EAC pp. 36-38 SDS pp. 146-147</p>

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SHOPPING - INSTRUCTIONAL UNIT 4

TOPIC: SHOPPING - INSTRUCTIONAL UNIT 4  
 COMPETENCIES: 5. Request correct change when incorrect change is received.

SITUATION: Shopping (for food or other items)

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>\$ 1.50 out of \$ 10.00                      or                      \$ 1.50 is your change.                      or                      Here's your change.                      or                      Here you are.                      (Count change back to customer.)</p>	<p>Thank you.                      or                      Excuse me. I think that's wrong/a mistake.                      or                      It's not enough.                      I gave you \$ 10.00.</p>				<p>enough                      wrong                      mistake</p>	<p>It is wise to check one's change and indicate any errors.                      Some students may not understand the concept of waiting in line to pay.</p>	<p>ANS pp. 11-12                      48-50,                      p. 51                      (waiting in line)</p>

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TOPIC: SHOPPING - INSTRUCTIONAL UNIT 5

COMPETENCIES: 6. Read abbreviations for common weights and measures. 7. Ask for food using these terms.

SITUATION: Shopping for food; reading food ads

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CIVIL TURE NOTES	POSSIBLE MATERIALS
(It's) 90¢ (a lb.) They're 90¢ (a lb.)	How much is this a <u>pound</u> ? or How much are these a <u>pound</u> ? or How much is a <u>pound</u> of <u>shrimps</u> ? (I'd like) 2 <u>pounds</u> of <u>shrimp</u> , please.	Weights, Measures, and abbreviations LB. OZ. GAL. QT.		Wh - questions (how much?) Demonstrative pronouns Nouns count/non-count singular/plural	Weights and Measures: ounces (oz.) pounds (lb.) pint (pt.) quart (qt.) gallon (gal.) half-gallon (1/2-gal.) dozen (doz.) each (ea.)  Quantifiers (a box of a bottle of *a bunch of *a head of, etc.)	Students may need to be taught about expiration dates, especially for dairy products. (See cross-topic "Dates".)	ANS pp. 21, 36-42 ANSI pp. 103-105 EAC p. 2R Food ads from newspapers SOS pp. 148-154



TOPIC: SHOPPING - INSTRUCTIONAL UNIT 6

COMPETENCIES: 8. State clothing needs, including color and size. 9. Differentiate sizes by reading tags and tape measure.

SITUATION: Shopping for clothing

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Can/May I help you? or What do you want?	I need/'d like/want <u>X</u> . or I'd like/I'm looking for <u>X</u> .	Sizes (S, M, L, XL) Numbered Sizes for clothes and shoes.			Clothing items Colors Sizes Materials Inch; inches dressing room fitting room fit (too) long short small *tight *loose *light *heavy	In Chicago, most people have two sets of clothers: one for cold weather, the other for warm.  Men need to know neck size for shirts; waist measurement and leg length for pants; and chest size for jackets.  Women may need to know bust, waist and hip size.  Students from other cultures may have difficulty in distinguishing men's and women's clothing especially under- wear.	ANS pp. 25-26 117-121  ANSI pp. 85-92  BASE2 pp. 15- 16  BB1 pp. 25-28  EAC Unit 6 (pp. 104- 120)  SOS pp. 162- 175
What color would you like?	<u>Red</u> .						
What size would you like?	(Size) <u>10</u> . or <u>Medium</u> .						
What size are you/ do you take?	(Where) can I try this/these? Yes (it fits). or No (it doesn't fit). or It's too <u>tight</u> .						
Does it fit?							

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TOPIC: TIME AND DATES - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Read analog and digital time. 2. Write the time. 3. Ask and answer questions about the time.

SITUATION: Talking to co-worker, friend, etc.

LISTENING	←-----→ SPEAKING	READING ←-----→ WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>What time is it? or Do you have the time?</p>	<p>(It's) <u>X</u>. or My watch/the clock says <u>9 o'clock</u>.</p>	<p><u>Slow Track:</u> Analog time on the hour, half hour, and quarter hour. Any digital time.</p> <p><u>Fast Track:</u> As above, plus any analog time including the two ways of expressing time after the half hour (e.g., "ten-fifty" or "twenty (minutes) to eleven.")</p>		<p>clock watch slow fast  hands hour minute second  a.m./p.m.  early late on time  almost/exactly + Time</p>	<p>Punctuality is of the utmost importance in American life.</p>	<p><u>ANS</u> pp. 63-68 <u>ANS2</u> pp. 20-29 <u>BASE1</u> p. 24 <u>BBI</u> pp. 17-23 <u>EAC</u> p. 15 <u>PEL</u> pp. 90-97, 121-126</p>

TOPIC: TIME AND DATES - INSTRUCTIONAL UNIT 2

COMPETENCIES: 4. Name and read days of the week and their abbreviations. 5. Ask and answer basic questions about days.

SITUATION: Talking to friend, co-worker, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
What day is it (today)? or What's today? What day is (it) tomorrow? or What's tomorrow? What day was (it) yesterday?	(It's) <u>X</u> . or Today is <u>X</u> . Tomorrow is <u>X</u> . (Yesterday was) <u>X</u> .	Days and their abbreviations		Wh - questions (what?)	day week Days of the week and their abbreviations. weekend weekday Monday through Friday tomorrow yesterday the day after tomorrow the day before yesterday	distinction: weekday vs. weekend The work week begins on Monday, but the calendar week begins on Sunday. Sunday is traditionally a day of rest and religious observance. Many shops are closed.	ANSI pp. 42-46 IE pp. 122-123 (Unit 38) PEL pp. 128-131

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TOPIC: TIME AND DATES - INSTRUCTIONAL UNIT 3

Level 1 - Survival ESI

COMPETENCIES: 6. Identify parts of the day. 7. Ask and respond to simple questions about daily activities and weekly routines using time phrases.

SITUATION: Talking to friend, co-worker, etc.

LISTENING	←---→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>What time do you get up in the morning?</p> <p>Do you go shopping on Sunday?</p>	<p>I always get up at 6 o'clock in the morning.</p> <p>No, never. or Yes, sometimes.</p>			<p>Adverbs of time and frequency.</p>	<p>morning afternoon evening night</p> <p>in the/every morning, etc.</p> <p>always sometimes never * usually * after</p> <p>Meals</p> <p>Verb formulas relevant to students' daily routines (get up at, wash clothes, take care of the children, etc.)</p>		<p>ANS pp. 68, 81-84, 103-114, 134-137</p> <p>BASEL pp. 27-23, 25, 35</p> <p>IE pp. 123-125</p> <p>EAC pp. 16-17</p>

TOPIC: TIME AND DATES - INSTRUCTIONAL UNIT 4

Level 1 - Survival ESI

COMPETENCIES: 8. Name, read and write months and their abbreviations. 9. Read and write dates in both words and numbers. 10. Ask about and give dates when asked. 11. Use a calendar.

SITUATION: Talking to co-worker or answering questions at Public Aid office, etc.

LISTENING	←-----→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
What's the date (today)? What's your birthday? When's your birthday? What date is/was this/next/last Friday? (Other questions requiring a date as answer (When did you come to the U.S.? etc.)	(It's) X. (mo/day/yr) (It's) X.(mo/day/yr) (It's) X. (mo/day) The 3rd. (Ordinal number)	Months and their abbreviations day date month (mo.) year (yr.) birthday	date and birthday in word and number form (August 10, 1984 = <u>8/10/84</u> )	Wh - questions (what, when?) Numbers, cardinal and ordinal	Months and their abbreviations day date month (mo.) year (yr.) birthday calendar this next last	Month precedes day in U.S. usage. On forms "date" means today's date. For bureaucratic purposes, knowledge of one's own birthday and one's family's birthdays is essential. Socially, birthdays are important in the U.S., and are usually celebrated with family and friends.	ANS pp. 13-14, 69 ANSI pp. 41, 47-53 ANS2 pp. 30-32, 58 EAC p. 19

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TOPIC: TELEPHONE - INSTRUCTIONAL UNITS 1 - 3

Level 1 - Survival ESL

COMPETENCIES: 1. Read and dial telephone numbers. 2. Identify oneself on the telephone when answering and when calling. 3. Request to speak to someone.  
 4. Respond to request to hold. 5. Respond to offer to take message.

SITUATION: Telephoning friend, school, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Hello. This is <u>Y</u> . or Just a minute/moment/ second please. or Hold on, please. <u>X</u> , it's for you. She's not here. Can I take a message? (Listening only) Goodbye.	Hello, this is <u>X</u> . Is <u>Y</u> there? or Can/may/could I speak to <u>Y</u> ? Yes. I can't come to school today. (Simple message.) Goodbye.	TELEPHONE PHONE (and symbol)			telephone phone pay phone receiver dial dial tone busy signal	Many refugees are unfamiliar with the telephone and need basic instruction in how to use it. Callers must wait for other party to speak before speaking themselves.	ANS p. 102 BASE2 pp. 3-4 EAC p. 20

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TOPIC: HEALTH - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Identify major body parts; state major illnesses or injuries. 2. Read simple signs relating to health care.

SITUATION: In doctor's (or dentist's) office, clinic, or hospital

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
What's the matter/ the problem/wrong?  How do you feel?  Where does it hurt?  Which tooth hurts?  Do you have a cough?  Does your throat hurt?	I have a <u>stomach ache</u> .  My <u>arm</u> hurts. or I have a <u>sore arm</u> .  Here, (Point to body part.)  This one.	HOSPITAL X-RAY CLINIC		Wh - questions (what, how, where, which?)	Body Parts Common illnesses and injuries  accident  doctor dentist nurse  hospital x-ray clinic  sore  hurt	Some students may be completely unfamiliar with thermometers; others may only be familiar with centigrade measurement.	ANS p. 89 BASEI pp. 101-104 BDI pp. 40-43 EAC pp. 50-54 IE pp. 242-243 SOS Units 1-3



TOPIC: HEALTH - INSTRUCTIONAL UNIT 2

Level 1 - Survival ESL

COMPETENCIES: 3. Make a medical appointment in person or over the phone. 4. Read time and date for a medical appointment from an appointment card.

SITUATION: Making a medical appointment in person or over the phone

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Is <u>Friday</u> at <u>9:45</u> O.K.? or Can you come in on <u>Friday</u> at <u>9:45</u>?</p> <p>Here's your appointment card.</p>	<p>I want to make an appointment. I have a <u>sore throat</u>. or My child has a <u>fever</u>. or I need a <u>checkup</u>. Yes. That's O.K. or That's too early/late</p> <p>I need an appointment right away/now/as soon as possible. It's an emergency. Thank you.</p>	<p>Times Dates Appointment</p>			<p>appointment appointment card emergency check-up/ physical chest x-ray</p>	<p>It is very important to cancel an appointment in advance if you can't make it. In an emergency, it may be necessary to insist on being seen immediately.</p>	<p><u>ANS</u> pp. 86-90 <u>BASE1</u> p. 95 <u>EAC</u> pp. 55-56 <u>IE</u> pp. 197-198 <u>SOS</u> Units 1-3</p>

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TOPIC: HEALTH - INSTRUCTIONAL UNIT 3

COMPETENCIES: 5. Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at doctor's (or dentist's) office.

SITUATION: Reporting for doctor or dental appointment

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Can/may I help you? or Yes?</p> <p>Do you have an appointment?</p> <p>Who is your doctor?</p> <p>Are you a new patient?</p> <p>Can I see your green/medical/I-94/social security card?</p> <p>* Please fill out this form.</p> <p>Have a seat. We'll call you (in a few minutes).</p>	<p>Yes. I'm <u>X</u>.</p> <p>I have an appointment at 1:45. (with <u>Dr. Y.</u>)</p> <p>Dr. <u>Y</u>.</p> <p>Yes./No.</p> <p>Yes. Here you are.</p>					<p>It is necessary to check in with a receptionist when reporting for an appointment.</p>	<p><u>BASEI</u> p. 99, 120</p> <p><u>EAC</u> pp. 55-56</p> <p><u>SOS</u> Units 1-3</p>





TOPIC: HEALTH - INSTRUCTIONAL UNIT 4

COMPETENCIES: 6. Follow simple instructions during medical or dental examination.

SITUATION: Medical or dental examination

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Open your <u>mouth</u>.</p> <p>Say <u>aah</u>.</p> <p>Take off your <u>clothes</u>.</p> <p>Breathe in.</p> <p>Take a deep breath.</p> <p>Hold your breath.</p> <p>Let it out.</p> <p>Roll up your sleeve.</p> <p>Make a fist.</p> <p>Bend your arm, etc.</p> <p>I need a blood/urine/stool sample.</p>				Imperatives	See LISTENING		<p>BASE I pp. 104-107</p> <p>SOS pp. 4-5</p>



TOPIC: HEALTH - INSTRUCTIONAL UNIT 5

COMPETENCIES: 7. Follow simple oral instructions about treatment and using medicine. 8. Read and follow directions on medicine labels, including abbreviations. †

SITUATION: Talking with health professional

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Say home/in bed.</p> <p>Don't go to work.</p> <p>Come back in 3 days.</p> <p>Take 2 pills 3 times a day every 3 hours before/after meals at bedtime for 3 days.</p>		<p>PRESCRIPTIONS PHARMACY ASPIRIN COUGH SYRUP TYLENOL</p> <p>*Directions on medicine labels including abbreviations</p>		<p>Imperatives, including negation</p>	<p>medicine prescription tablet capsule pill teaspoon tablespoon (eye/nose) drops (cough) syrup ointment pharmacy *expiration date *dosage</p>	<p>Prescription drugs should never be shared.</p> <p>Many drugs have expiration dates and should be thrown out (flushed down the toilet) when they have expired.</p> <p>Some students are not familiar with common non-prescription medicines, and need to learn to identify them.</p> <p>It is important to follow instructions for taking medicine exactly.</p>	<p>ANS pp. 95-97 ANS2 pp. 65-69 BASE1 pp. 115-118 EAC pp. 61-62 SOS pp. 5, 14</p>

† See "Shopping" for buying prescriptions and generic drugs.



Level I - Survival ESL

TOPIC: EMERGENCIES - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Report an emergency by telephone in simple terms. 2. Read emergency words.

SITUATION: Talking to emergency service on telephone

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Chicago Emergency Service or 911 or Police Communications	Help (fire/police/ ambulance) Emergency! or This is an emergency. I need the fire department/the police/an ambulance.	EMERGENCY FIRE POLICE AMBULANCE  FIRE ESCAPE FIRE EXTINGUISHER			emergency fire police ambulance	Dial (or press) 911 in Illinois for fire, police or ambulance. 911 is only for true emergencies; i.e., it's not for minor illness, housing problems, etc.  Operator will connect to fire, police or ambulance in an emergency; dial (or press) 0 to get operator.	ANS p. 27 ANSI pp. 93-94 BASE2 pp. 6-8
What's your name? What's your address?	X. X. (Please) come right away! or (Please) come now!						

TOPIC: EMERGENCIES - INSTRUCTIONAL UNIT 2

COMPETENCIES: 3. Respond to specific questions about a fire.

SITUATION: Talking to emergency service on telephone

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Which floor is the fire on?                      Is it inside or outside?                      Is it at the front or back of the building?                      Is anyone inside?                      Where are you calling from?</p>	<p><u>My kitchen is on fire.</u>                      OR  <u>There's a fire in my kitchen.</u></p> <p><u>343-2901</u></p>				<p>inside                      outside                      anyone</p>	<p>Always leave a burning building and call from somewhere else to report a fire.</p>	<p><u>BASL2 p. 8</u>  <u>SOS p. 66</u></p>



TOPIC: EMERGENCIES - INSTRUCTIONAL UNIT 3

COMPETENCIES: 4. Ask for help after robbery or assault. 5. Respond to specific questions about robbery or assault.

SITUATION: Screaming for help just after attack; talking to emergency service or police on telephone or in person

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>When?</p> <p>Where?</p> <p>What did he take?</p> <p>What did he look like?</p> <p>What was he wearing?</p> <p>Is he still there/ in the apartment?</p>	<p>Help! Stop theft!</p> <p>He <u>stole my purse!</u></p> <p>Somebody robbed me/ stole my purse/ attacked me. etc.</p>			<p>Wh - questions (when, what, where?)</p>	<p>thief burglar robber/robbery pickpocket</p> <p>attack rob steal take</p> <p>Words for Describing Appearance: (short, fat, beard, long hair, etc.)</p>	<p>Students from some cultures need to be taught to scream loudly if attacked or robbed.</p> <p>Students should be made aware of safety precautions on the street and in the house.</p>	<p>BASEZ pp. 11-12, 14-18</p> <p>SOS p. 66</p>



Level 1 - Survival ESI

TOPIC: EMERGENCIES - INSTRUCTIONAL UNITS 4-5

COMPETENCIES: 6. Respond to specific questions about a car accident or medical emergency.

SITUATION: Talking to emergency service on telephone

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Where is the car?                      What make is it?                      What is the license plate number?                      Is anyone hurt?</p>	<p>(I want to report a car accident.                      or                      I've had a car accident.</p>			<p>Wh - questions (where, what?)</p>	<p>accident                      license plate                      make                      Emergency Health Vocabulary                      (I'm in labor, unconscious, bleeding, etc.)</p>	<p>Police should be called whenever there is a car accident, even if no one is hurt.                      Students are often not aware that they should write down the license plate numbers and note the make and color of cars involved in an accident.                      Ambulances will usually be sent only if the operator can be convinced that there is a true medical emergency.</p>	<p>BASE2 pp. 9-11                      EAC p. 63                      SOS pp. 17-31</p>
<p>What happened?                      Is s/he conscious?                      Can s/he walk?                      Is s/he bleeding?</p>	<p>I need an ambulance.                      My son fell down the stairs.</p>						

**DIRECTIONS - INSTRUCTIONAL UNIT 1**

**COMPETENCIES:** 1. Ask for location of places inside a building, or outside. 2. Follow simple oral directions to a place inside a building, or outside.

**SITUATION:** Asking for assistance on the street or inside a building

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p><b>OUTSIDE</b> Over there.</p> <p>On the right/left/ corner.</p> <p>On <u>X</u> Street.</p> <p>Near/next to/across from/opposite <u>X</u>.</p> <p>Between <u>X</u> and <u>Y</u>.</p> <p>Go straight (for <u>2</u> blocks).</p> <p>Turn right/left at <u>Main/Main and State</u>.</p> <p>It's not far (away).</p> <p>It's a long way (away).</p> <p><b>INSIDE</b> Upstairs/downstairs</p> <p>On the <u>5th</u> floor.</p> <p>In the basement.</p> <p>Down/at the end of the hall.</p> <p>Take the elevator to the <u>5th</u> floor.</p>	<p>Excuse me, please.</p> <p>Can you help me? (I'm lost.)</p> <p>Where is/are <u>X</u>?</p>			<p>adverbs of place</p> <p>Prepositional phrases of place</p> <p>Imperatives</p> <p>Ordinal numbers</p> <p>Wh -questions (where?)</p>	<p>right</p> <p>left</p> <p>corner</p> <p>block</p> <p>floor</p> <p>basement</p> <p>hall/corridor</p> <p>(traffic) light</p> <p>intersection</p> <p>north (N)</p> <p>south (S)</p> <p>east (E)</p> <p>west (W)</p> <p>near (by)</p> <p>close (by)</p> <p>far (away)</p> <p>a long way</p> <p>away</p> <p>lost</p>	<p>Room numbers correspond to floor numbers.</p> <p>In the U.S., the first floor is at ground level.</p>	<p>*ANS pp. 99- 100</p> <p>ANSI pp. 77-78</p> <p>BASEI pp. 27- 28</p> <p>EAC pp. 168- 169</p>

Level I - Survival ESL

TOPIC: DIRECTIONS - INSTRUCTIONAL UNIT 2

COMPETENCIES: 3. Ask for and follow simple directions to locate items.

SITUATION: In supermarket, at work, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
(It is/they are on) Aisle 3.  On the table, etc.  See preceding page.	Excuse me. Where is/are the sugar/apples? Where is my hammer? (lost item)	Aisle Numbers		Wh - questions (where?)	aisle See preceding page.		ANS p. 30 BASE1 p. 34



TOPIC: TRANSPORTATION - INSTRUCTIONAL UNIT 1 - 3

Level 1 - Survival ESL

COMPETENCIES:

1. Ask amount of local bus or train fares.
2. Ask for a transfer.
3. Read a limited number of symbols or transportation/pedestrian signs.
4. Ask for bus or train destination.
5. Ask when or where to get off.

SITUATION:

Using local public transportation

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
90%	How much is it/a transfer? Transfer, please. No transfer. Return please Do you go to <u>X</u> ? or Does this bus/train go to <u>X</u> ? or Is this the train/bus for <u>X</u> ? Is this the platform/side for <u>X</u> ?  * Do I have to change/transfer?  * Tell me when we get to <u>X</u> .  * Where do I get off for <u>X</u> ?	Bus Numbers Pedestrian/traffic signs: WALK DON'T WALK STOP BUS STOP		Wh - questions (how much, where?)  Yes/no questions	the 'e'l' train A, B, A/B trains * names of train lines * express station platform/side/ other side subway  bus bus stop front/rear door  transfer token bus pass  ride/take the bus/e'l get on/off  the loop, downtown uptown  green/yellow/red lights  crosswalk	Students may not understand that each bus and train has its own route, and does not go all over the city.  Students from a rural background may lack the concepts of streets, street names, and addresses.  It is important to cross streets only on the green light or the WALK sign, and only at the crosswalks.  In Chicago, "Return" means, "I need my transfer back."	ANS pp. 22-24 ANSI pp. 81-82 BASEI pp. 85-87  BASE2 p. 80 EAC pp. 69-72 76-77  SOS pp. 129-141

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TOPIC: HOUSING - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Identify common household furniture/rooms. 2. Answer simple questions about basic housing needs.

SITUATION: Prospective tenant talking in person with landlord or counselor

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>What do you want/need?</p> <p>What are you looking for?</p> <p>How many rooms/bedrooms do you want/need?</p> <p>Do you want/need air conditioning/a refrigerator?</p>	<p>I want/need a furnished/unfurnished apartment/house.</p> <p>I'm looking for a house/apartment.</p> <p>I want/need 3 rooms/bedrooms.</p> <p>Yes./No.</p>	<p>FOR RENT APARTMENT FOR RENT</p>		<p>Wh - questions (what, how many?)</p>	<p>house apartment</p> <p>Types of rooms.</p> <p>Furniture</p> <p>Major Appliances</p> <p>air conditioning</p> <p>furnished</p> <p>unfurnished</p>	<p>Appliances, furniture and air conditioning may or may not be provided.</p>	<p>BASE1 pp. 52-54</p> <p>EAC Unit 5</p> <p>SOS pp. 50-51</p>

TOPIC: HOUSING - INSTRUCTIONAL UNIT 2

COMPETENCIES: 3. Ask for information about housing, including rent, utilities, deposit, and date available.

SITUATION: Prospective tenant talking with landlord in person

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
It's \$250 a month, including utilities.	How much is/what's the rent?			Impersonal subject, question form (is there, are there?)	rent security deposit lease Utilities: heat gas water electricity included plus extra	Heat (and other utilities) may or may not be included in the rent.	BASE1 pp. 55, 62-65 EAC Unit 5 SOS pp. 52-57
It's \$250 a month, not including/plus utilities/heat/gas/electricity.	Is heat included?			Wh - questions (what, how much, when?)			
Yes. (Heat is included.) or No. (Heat is not included/extra.)	Are utilities included?						
Heat is included, but electricity and gas are not included/extra.	Is there a lease?						
Yes./No.	Is there a washer and dryer in the basement.						
Yes. There's a washer and dryer in the basement.	How much is the security deposit?						
It's \$250.	When can I move in?						
May 1st.							

Level I - Survival ESI

TOPIC: HOUSING - INSTRUCTIONAL UNIT 3

COMPETENCIES: 4. Report household problems and emergencies. 5. Request repairs. 6. Arrange time for repairs.

SITUATION: Tenant talking to landlord in person or on the phone

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>I can fix it/I'll come over at 4 on Friday.</p>	<p>My stove/window is broken. I don't have/there is no heat/electricity in my apartment. My sink/toilet is stopped up/clogged/overflowing. My ceiling/toilet is leaking. My stove/toilet doesn't work. There are cockroaches/mice in my apartment/kitchen. When can you fix it/spray?</p>				<p>wall ceiling floor door front door back door lock broken stopped up clogged leaking over flowing *(blow a) fuse cockroach mouse/mice spray smoke alarm landlord/landlady (building) superintendent plumbing</p>	<p>If there is a serious household problem, it may be necessary to insist that it be fixed immediately. (See topic "Health", p. 24) When reporting housing problems on the phone, students should be reminded to identify themselves, ask to speak to the landlord and give their address and apartment #. Students may not be aware that they have rights as tenants and that there are community organizations that can help them if they have justified complaints against the landlord.</p>	<p>ANS pp. 115-116 BASLI pp. 55, 57-58 EAC Unit 5</p>

100

100

POST OFFICE - INSTRUCTIONAL UNIT 1

Level I - Survival FSI

COMPETENCIES: 1. Ask for items at a post office. 2. Ask to mail letter/package (including by air mail).

SITUATION: Buying stamps or mailing letter/packages

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Next? or Yes? or Can/may I help you?	I need/want <u>5</u> <u>22¢</u> stamps. I need/want <u>5</u> <u>aero-</u> <u>grammes</u> , please. I want to send this <u>airmail</u> (to Laos), please. I want/need a stamp for this, please.	UNITED STATES POST OFFICE  AIRMAIL STAMPS LETTERS  * OUT OF TOWN * LOCAL  Prices			mailbox post office letters airmail stamps post card aerogramme *express mail *class(first,etc)  Weights and Measures: ounce half ounce	Weight determines price. Price is indicated on stamp.  U.S. Post Offices fly the flag.  Mailboxes are usually blue.  *Mailboxes (especially inside the post office) frequently indicate destination.	ANS pp. 53, 122  ANSI pp. 112, 113  BASE2 pp. 99-105  EAC pp. 140, 146, 147-150, 152-153  SOS pp. 113-127



TOPIC: POST OFFICE - INSTRUCTIONAL UNIT 2

COMPETENCIES: 3. Correctly address and envelope/package, including return address.

SITUATION: Addressing envelope/package prior to mailing

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
		TO FROM	own address addressee's address		return address sender's address to from	order of American addresses  position of address and return address on envelopes and packages  placement of stamp  The post office should be informed of change of address in writing. Change of Address Kits are available free at the post office.	ANSI p. 61 ANSI pp. 17-19 BASE p. 105 (Change of address form)  Change of Address Kit (from post office)



Level 1 - Survival ESL

BANKING/BILLS - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Ask to cash a check or money order. 2. Provide proper I.D. upon request. 3. Endorse a check.

SITUATION: Speaking to clerk in currency exchange or bank

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Can/May I help you?</p> <p>Can/May I see some ID/identification? or Do you have any ID/identification?</p> <p>I need your signature here. or Please sign (it) here. or Endorse it (on the back).</p>	<p>I want to cash <u>this</u>. or I want to cash a check/money order/ paycheck. Here you are. Yes, I have a <u>driver's license</u>.</p>	<p>BANK CURRENCY EXCHANGE</p>	<p>Sign own name</p>		<p>bank currency exchange check money order to cash sign/signature endorse identification (ID)</p>	<p>Students may have no concept of money orders or checks. They should also be taught not to send cash through the mails when paying bills.</p> <p>Currency exchanges require 3 pieces of identification (one with a photo) for check cashing. In addition, there is a fee for check cashing based on the amount of the check.</p> <p>Banks will not usually cash a check unless one has an account there.</p> <p>Many students don't know the difference between writing their name and writing their signature</p>	<p>BASE2 p. 29 EAC p. 145</p>



TOPIC: BANKING/BILLS - INSTRUCTIONAL UNIT 2

COMPETENCIES: 4. Buy and fill out a money order, including date, amount, name of addressee, own name, and signature.

SITUATION: Speaking to clerk in bank, post office, or currency exchange

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Can/May I help you?</p> <p>There's a \$2 charge.</p> <p>Fill out a <u>pink slip</u> please or Do you want a blank one, or shall I fill it out for you?</p> <p>Who's it to/for?</p> <p>Could you spell that please? or How do you spell that? or Please spell that.</p>	<p>I want a money order for <u>\$200</u>.</p> <p>Blank, please or You fill it out, please.</p> <p>(It's) to/for <u>Peter Tranh</u>.</p>	<p>MONEY ORDER</p> <p>*REMITTER</p> <p>*PURCHASER</p> <p>DOLLARS</p> <p>CENTS</p> <p>PAY TO</p> <p>PAY TO THE ORDER OF</p> <p>PAYABLE TO</p> <p>SIGNATURE</p>	<p>own name</p> <p>payee's name</p> <p>current date</p>		<p>fill in</p> <p>fill out</p> <p>blank</p>	<p>There is a fee for money orders based on the amount of the money order. However banks and currency exchanges have very different charges; students should be informed of this so that they can buy money orders at the most advantageous rate.</p> <p>Banks often require customers to fill out a slip when buying a money order.</p>	<p>ANS p. 125</p> <p>BASE2 p. 28</p> <p>EAC p. 145</p>





TOPIC: BANKING/BILLS - INSTRUCTIONAL UNIT 3

COMPETENCIES: 5. Read and pay bills.

SITUATION: Paying bill at currency exchange

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>OK. That's <u>\$25.50</u> total. Here's your receipt.</p>	<p>I want to pay this (bill), please. Here you are. Thank you.</p>	<p>AMOUNT TOTAL AMOUNT DUE AMOUNT DUE PAY THIS AMOUNT DUE BY DUE DATE PAY BILL BY DUE ON OR BEFORE MONTHLY TAX PAID</p>			<p>bills receipts See READING</p>	<p>Many bills identify amount due with an arrow, or enclose it in a box. The total is usually at the bottom of a column of figures. Currency exchanges charge a fee for bill payment.</p>	<p>ANS pp. 176-128 ANS2 p. 90 BASE2 p. 27</p>

Level I - Survival ESL

TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Introduce oneself and introduce family, friends and co-workers.

SITUATION: At friend's house, work, etc.

LISTENING	←--→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Nice/happy/glad to meet you, too.	Hi, my name is <u>X</u> . or Hi, I'm <u>X</u> . Nice/happy/glad to meet you. <u>Pov</u> , this is <u>Mary</u> . or <u>Pov</u> , this is my <u>wife</u> ( <u>Mary</u> ).				Family Members friend	In the U.S., people usually take the initiative to introduce themselves. Shake hands firmly. Eye contact is important.	ANS p. 2 BASEI Ch. 1 EAC p. 3

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Level 1 - Survival ESI

TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 2

COMPETENCIES: 2. Give and respond to simple greetings and farewells.

SITUATION: At friend's house, work, etc.

LISTENING	←---→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Hello./Hi. or Good morning/ afternoon/evening, (Pov). How are you?</p>	<p>(I'm) fine thank you. or Fine thanks. or OK. And you?</p>						<p>ANS p. 1 EAC p. 3 IE pp. 98,99</p>
<p>Good-bye./Bye. or Good night. See you <u>Tuesday/ tomorrow, etc.</u></p>							



TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 3

COMPETENCIES: 3. Ask and answer questions about personal background and family. 4. Keep a conversation going.

SITUATION: At friend's house, work, etc.

LISTENING	←--→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
What's your name? Where are you from? Are you married? Do you have any children/brothers/sisters? How many children do you have? How many sons/daughters do you have? How old are your children?	My name is/I'm <u>X</u> . (I'm from) <u>Ethiopia</u> . Yes/No. How about you? or And you?  <u>4</u> .  (I have) <u>2</u> sons and <u>2</u> daughters.  My sons are <u>10</u> and <u>6</u> . My daughters are <u>8</u> and <u>4</u> .			Mh - questions (what, where, how many, how old?) Yes-No questions Be: present tense contractions Subject pronouns Nouns: singular/plural	Family members	It is acceptable in the U.S. to inquire about one's marital status, number of children, and occupation of spouse or children. It is usually not acceptable to inquire about age or salary.  Students should be encouraged to keep a conversation going by asking reciprocal questions: e.g., in answer to the question "Where are you from?" students should follow the answer "I'm from Laos" with a reciprocal question such as "How about you?" or "And you?"	AMS pp. 58, 130-131, 133 BASEL Ch. 1 EAC pp. 5-7, 11-13 IE pp. 150-153

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TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 4

COMPETENCIES: 5. Excuse oneself for being late and/or interrupting.

SITUATION: At school, work, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>You're late.</p> <p>(Why are you late?)</p>	<p>Excuse me. or I'm sorry (I'm late). or Sorry.</p> <p>The bus was late/I overslept/The car wouldn't start/etc.</p>			<p>Tense, simple past</p>	<p>Varies according to causes of students' tardiness.</p>	<p>Punctuality is of the utmost importance in the U.S.</p> <p>People expect you to apologize if you are late, or to excuse yourself if you interrupt a class or other activity in progress.</p>	<p>ANS p. 90 (Unit 69); p. 138</p>

TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 5

COMPETENCIES: 6. Excuse oneself politely. 7. Ask permission to use or do something.

SITUATION: At school, work, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Sure. (Here you are). or Sure. (Go ahead).</p>	<p>Excuse me. Can/may I borrow/use a pen please?  Can/may I go to the restroom?</p>			<p>Modal verbs: can/may questions (permission)</p>	<p>borrow use</p>		<p>ANS p. 24, 35 (Unit 26)</p>



Level 1 - Survival ESL

SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 6

COMPETENCIES: 8. State weather conditions in simple terms.

SITUATION: Talking with friends or co-workers, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>What's the weather like today/in your country?</p> <p>What's the temperature?</p>	<p>It's <u>hot</u> (today/in Cambodia).</p> <p>It's <u>98°</u>.</p>			<p>Tense, present continuous (<u>It's raining.</u>)</p> <p>Be + adjective (<u>It's sunny.</u>)</p>	<p>Weather Conditions temperature degree(s) Seasons</p>	<p>There are two systems for expressing temperature: Fahrenheit and Centigrade. Fahrenheit is the system commonly used in the U.S.</p> <p>In the U.S., weather is a common topic of conversation (see topic "Social Language", page 7).</p>	<p>EAC p. 161</p>

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TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 7

COMPETENCIES: 9. State general feelings, likes and dislikes.

SITUATION: Talking with friends or co-workers, etc.

LISTENING	←---→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
How are you today? Do you like cheese/ living in Chicago? etc.	I'm sick. Yes, I like it (very much) or Yes, I love it. or No, I don't like it (very much). or No, I hate it., Yes, I like them (very much) or Yes, I love them. or No, I don't like them very much. or No, I hate them. ....because X.			Wh - questions (how, why?) Yes-No questions Be + adjective (I'm sad.) Negative statements Object pronouns (it, them)	States of Being (tired, hungry, sleepy, etc.) like love hate because	Americans may be offended if you criticize their country strongly.	EAC p. 9 IE pp. 130-131
Do you like apples?							

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TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 8

COMPETENCIES: 10. Give and respond to compliments.

SITUATION: Talking with friends or co-workers, etc.

LISTENING	←---→ SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Your dress is/looks (really) great or I like your dress. or That's a nice dress. or What a beautiful dress!	Thank you. (I like your dress/ yours too.)			Be + adjective Adjective + noun Exclamation (What a nice dress!)		In the U.S., one should accept a compliment and thank the person who gave it.	



TOPIC: SOCIAL LANGUAGE - INSTRUCTIONAL UNIT 9

COMPETENCIES: 11. Make and respond to invitations and offers.

SITUATION: Talking to co-worker or friend

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
<p>Can you come for <u>dinner tomorrow</u>?</p> <p>or</p> <p>Would you like to come (to my house) for <u>dinner tomorrow</u>?</p> <p>Would you like <u>some coffee/a ride</u>? etc.</p>	<p>(Yes) thank you. or Sure. or No, I'm sorry. or I'm sorry I can't. or Yes, please./Sure./Thank you. or No, thank you. (I'm not hungry./I don't <u>smoke/eat meat, etc.</u>)</p>			<p>Modal verbs: can/would (polite requests) Negative statements</p>	<p>Meals party</p>	<p>When refusing an invitation, one is usually expected to offer a brief explanation.  Students may need to be taught to smile when responding to an invitation, rather than looking too solemn and serious.</p>	<p>*ANS p. 71</p>

level 1 - Survival ESI

TOPIC: CLARIFICATION - INSTRUCTIONAL UNIT 1

COMPETENCIES: 1. Express a lack of understanding. 2. Ask someone to speak slowly or to repeat. 3. Repeat something or speak louder when asked to do so.

SITUATION: Speaking to employer or teacher

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
Do you understand? or Understand? Huh? (listening only)	Yes./No. or I don't understand.  Excuse me?/pardon me? What? or Could you repeat that please.  Please speak slowly.			Imperatives Modal verb: could (polite request)	louder slowly repeat	It is important to say that you don't understand, rather than to say "yes" to everything.  "Huh" is impolite register, and should not be taught for production.	IE pp. 167- 168
(Please) speak up/ louder.	←--→						



TOPIC: CLARIFICATION - INSTRUCTIONAL UNIT 2

Level 1 - Survival ESL

COMPETENCIES: 4. Ask the English word for something. 5. Ask the meaning/pronunciation of English word.

SITUATION: Speaking to friend, teacher, etc.

LISTENING	SPEAKING	READING	WRITING	GRAMMATICAL STRUCTURE FOCUS	VOCABULARY	CULTURE NOTES	POSSIBLE MATERIALS
(It's) <u>X</u> . or It's called <u>X</u> .	What's this/that (called)? or What's this/that (called) in English? What does <u>X</u> mean? *How do you pronounce <u>X</u> ?			Wh - questions (What, how?)			

## LEVEL I: LITERACY SCREENING TEST

The purpose of the W.E. Literacy Screening Test is:

1. To assess students' familiarity with Arabic numbers 1 - 100.
2. To determine if students can read (gather meaning from print).
3. Based on (1) and (2) above, to determine which Level I Track (A-B-C) or Level 2/3 Track (A-B) students belong in.

SCORES		
TRACK A:	Part I	= 25 - 34 points
	Parts II & III	= 5 - 6 points
TRACK B:	Part I	= 25 - 34 points
	Parts II & III	= 3 - 4 points
TRACK C:	Part I	= 0 - 25 points
	Parts II & III	= 0 - 2 points

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## LEVEL I LITERACY SCREENING TEST

### Part I Numbers

1. Have numbers 0-9 on separate cards.  
Show them to student in sequence. Ask student to read them aloud.
2. Have 2 cards, each with a phone number on it. Ask student to read them aloud.
3. Have 10 cards, each with an amount of money written in cents: 89¢, 97¢, etc. Ask student to read the numbers. (Ignore "cents" if student is unfamiliar with the abbreviation.)

### Part II Reading Ability

Have the following high frequency personal information words on separate cards: NAME, ADDRESS, SOCIAL SECURITY NUMBER, CITY, TELEPHONE. Ask student to read them. Performance will form part of the student's "oral reading" score.

Next show the student the following paragraph and ask him to read it silently:

Mrs. Jones lives in Chicago. She is married. She has 2 children. The children go to school every day.

Then ask the 3 comprehension questions. After that, ask the student to read the same paragraph aloud. Performance will complete the assessment of the student's "oral reading" score.

### Part III Writing Ability

Give the student the following form:

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

Supply a model if necessary. Observe the student's motor skills.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Level I

LITERACY SCREENING TEST:  
SCORING

No. missed:      PART I: NUMBERS

- \_\_\_\_\_ 1. Digits in sequence (10 items)  
\_\_\_\_\_ 2. Digits in random (14 items)  
\_\_\_\_\_ 3. Numbers 1 - 100 (10 items)

PART II:      READING ABILITY

Check:      Comprehension

- \_\_\_\_\_ 1. Is Mrs. Jones married?  
\_\_\_\_\_ 2. Does she have three children?  
\_\_\_\_\_ 3. Do the children go to school every day?

Check one:      Oral Reading

- \_\_\_\_\_ 0 = shows no knowledge of relationship between print and oral language.  
\_\_\_\_\_ 1 = shows some knowledge of relationship between print and oral language; recognizes some high frequency personal information words.  
\_\_\_\_\_ 2 = shows good knowledge of relationship between print and oral language.  
\_\_\_\_\_ 3 = shows excellent knowledge of relationship between print and oral language.

PART III:      WRITING ABILITY

Check one:

- \_\_\_\_\_ 0 = unable to write name/address; cannot copy legibly from model  
\_\_\_\_\_ 1 = needs model to write name/address; shows poor to fair motor skills  
\_\_\_\_\_ 2 = can write name/address without model; writes legibly but with some difficulty and/or spelling errors; may mix upper and lower case.  
\_\_\_\_\_ 3 = writes name/address without error and with ease.

Educational Background: \_\_\_\_\_

Recommendation: \_\_\_\_\_

PROJECT WORK ENGLISH  
KEY COMPETENCIES FOR LEVEL 1

Name \_\_\_\_\_

LAST

FIRST

Evaluate progress by writing the date of assessment in the correct column below:

- 0 = Student gives no response or responds unintelligibly or inappropriately.
- 1 = Student communicates appropriately but pronunciation and/or grammatical errors inhibit effective communication.
- 2 = Student communicates appropriately and effectively.

		0	1	2
SOCIAL LANGUAGE	1. Introduce self and others.			
	2. Give and respond to greetings and farewells.			
	3. Ask and respond to questions about personal background and family.			
	4. Excuse oneself for being late.			
	5. State general feelings, likes or dislikes.			
	6. Make and respond to invitations and offers.			
CLARI.	7. Ask for clarification.			
PERSONAL IDENT.	8. Identify self and give personal information orally (face-to-face and on the phone) and in writing.			
MONEY	9. Identify U.S. coins by name and value.			
SHOPPING	10. Ask and pay for items in store, bank, etc., and identify change correctly.			
	11. Read abbreviations for common weights, measures and sizes, and ask for items using these measures.			
TIME DATES	12. Ask and answer basic questions about time.			
	13. Read and write days of week, months, and dates.			
HEALTH	14. Express medical problems.			
	15. Follow simple oral instructions about medical treatment.			
	16. Make an appointment on the phone or in person.			
DIR.	17. Ask for help to find a place.			
EMER./TRAN	18. Read common signs in stores, streets.			
EMER.	19. Report health and household emergencies in person or on phone.			
BANK/BILLS	20. Read amounts of money on bills.			

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Instructor



## LEVEL ONE ACHIEVEMENT TEST

The test requires two separate tables or areas. One of these is referred to in the test as the "simulation area". The test also requires a limited amount of realia and pictures, which are placed on the second table. A list of items needed in the test appears at the beginning of the appropriate test question.

Teachers should feel free to choose their own pictures throughout, and decide for themselves what sight words to test in Part III, question 2. The pictures used in the Project Work English test are from the following sources:

The pictures of health problems in Part II, question 1 were drawn by Diane Liefer;

the pictures illustrating household problems are taken from A New Start;

the pictures used with the signs in Part III, question 2, are taken from A New Start Literacy Workbook I;

the pictures of clocks in Part III, questions 4 and 5 are taken from the BEST test (Center for Applied Linguistics);

In Part III, Section 5, a local electricity bill is used.

LEVEL I FINAL EXAM

DIRECTIONS FOR SCORING

1) 0 - 1 Scoring

Some questions require little language production or require students to demonstrate that they can perform a task. These questions are scored 0 - 1:

- 0 = Student gives no response or responds unintelligibly or inappropriately.
- 1 = Student responds appropriately.

2) 0 - 1 - 2 - 3 Scoring

Other questions require more language production and are scored 0 - 1 - 2 - 3 with the 3rd point being awarded for extra fluency when appropriate:

- 0 = Student gives no response or responds unintelligibly or inappropriately.
- 1 = Student communicates appropriately but pronunciation or grammatical errors inhibit effectiveness.
- 2 = Student communicates appropriately and effectively.
- 3 = Student exhibits a greater degree of fluency (than in #2) in questions indicated.

3) Scoring of Form

The form is scored as follows:

NAME:	MR. MS. MRS. MISS (1)	LAST (2)	FIRST (3)	MIDDLE
ADDRESS	_____			
	NUMBER (4)	STREET (5)		
	_____			
	CITY (6)	STATE (7)	ZIP CODE (8)	
PHONE	( )	_____		
	(9)	(10)	("none"=2 pts.)	
SOCIAL SECURITY NUMBER	_____			
	(11)			
BIRTHDATE	_____			
	(12)			
DATE	_____			
	(13)			

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LEVEL I: FINAL EXAM

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TESTER: \_\_\_\_\_

PART ONE		0	1	2	3
1.					
2.					
3.					
4.					
5.					
4x	2-3	1	0		
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
Subtotal:					31

PART TWO		0	1	2	3
1. HEALTH:					
1.					
2.					
2. APPOINTMENT:					
3.					
4.					
5.					
3. HOUSING:					
6.					
7.					
8.					
9.					
4. APOLOGY:					
10.					
11.					
5. SHOPPING:					
12.					
13.					
14.					
Subtotal:					28

PART THREE		0	1	2	3
1. MONEY:					
1.					
2.					
3.					
4.					
5.					
6.					
2. SIGNS:					
7.					
8.					
9.					
10.					
11.					
3. DATES:					
12.					
13.					
16.					
17.					
18.					
Subtotal:					28

		0	1	2	3
4. TIME:					
19.					
20.					
21.					
22.					
5. BILLS:					
23.					
24.					
6. DIRECTIONS:					
25.					
26.					
27.					
Subtotal:					28

Subtotal: \_\_\_\_\_  
 Parts I,II,III: \_\_\_\_\_  
 Subtotal from \_\_\_\_\_  
 Form: \_\_\_\_\_  
 Final Score: \_\_\_\_\_

LEVEL 1: FINAL EXAM

PART 1

Set up: a room with 2 tables, one with realia on it  
(referred to in question 15 as "simulation area")

Realia: cookies or candy

1. Hello, I'm \_\_\_\_\_.  
(first name) (last name)

Student responds by introducing self:

Student:  
"My name is \_\_\_\_\_."  
(first name) (last name)

2. Nice to meet you. (Tester extends hand.)

Student:  
"Nice to meet you too".

3. How are you today?

Student:  
"Fine thanks, and you?"

(Give extra point for use of reciprocal questions)

4. What's your last name?

5. How do you spell that?

(Have name to compare with)  
0 errors = 3 pts., 1 error = 2 pts.,  
2-3 errors = 1 pt., 4 errors = 0 pts.

6. Are you married?

7. Where are you from?

Student:  
"I'm from \_\_\_\_." "From \_\_\_\_." "\_\_\_\_"

8. How long have you lived in Chicago?

(1 point for semi-appropriate response, e.g.,  
"July 5, 1983)

	0	1	2	3
1. Hello, I'm _____.				
Student responds by introducing self:				
Student: "My name is _____."				
2. Nice to meet you. (Tester extends hand.)				
Student: "Nice to meet you too".				
3. How are you today?				
Student: "Fine thanks, and you?"				
(Give extra point for use of reciprocal questions)				
4. What's your last name?				
5. How do you spell that?				
(Have name to compare with) 0 errors = 3 pts., 1 error = 2 pts., 2-3 errors = 1 pt., 4 errors = 0 pts.				
6. Are you married?				
7. Where are you from?				
Student: "I'm from ____." "From ____." "____"				
8. How long have you lived in Chicago?				
(1 point for semi-appropriate response, e.g., "July 5, 1983)				

	0	1	2	3
9. What's your address? (number; N.S.E.; street; - (Chicago, IL., zip, are optional))	---	---	---	---
10. Do you live in a house or an apartment?	---	---	---	---
11. How many rooms do you have?	---	---	---	---
12. Do you like Chicago? Why? Why not?	---	---	---	---
13. What's the weather like today? (Tester should not gesture towards window.)	---	---	---	---
14. Would you like a _____? (Offer student something to eat. Be sure to keep the item away from student's reach, so the student must respond verbally.) (Extra point for polite register: "Yes please"; No thank you".)	---	---	---	---
15. O.K. That's all. Now go to the simulation area. Student asks for clarification or instructions.	---	---	---	---

PART II

- (1) Realia: 2 pictures, one showing a woman with a bad back (backache) and one showing a man with a broken arm.

Read to student:  
This man/woman is sick. What's the matter with him/her?

	0	1	2	3
1. Student identifies problem in picture 1.	---	---	---	---
2. Student identifies problem in picture 2. (Teacher reads A or B to alternate students)	---	---	---	---

- (2) Realia: phone; written phone number.

Read to student:

- A. You are very sick. Call the clinic and make an appointment to see the doctor as soon as possible. This is an emergency. You can't wait. Here is the number. (Hand a written phone number to the student.)
- B. Your baby is very sick. Call the clinic and make an appointment to see the doctor as soon as possible. This is an emergency. You can't wait. Here is the number. (Hand a written phone number to the student.)

0 1 2 3

- 3. Student dials correctly.
- 4. Volunteers problem, or is able to describe symptoms when asked "What is the problem?"
- 5. Insists on emergency appointment.

	0	1	2	3
3. Student dials correctly.	---	---		
4. Volunteers problem, or is able to describe symptoms when asked "What is the problem?"	---	---	---	---
5. Insists on emergency appointment.	---	---	---	

(3) Housing:

Realia: phone; written phone number

Read to student:

You have a problem in your apartment. This is the problem. (Show pictures A or B alternatively to students.)

- A. Leaking ceiling
- B. Overflowing toilet

Tell your landlord about the problem and ask him/her to fix it. Here is the phone number. (Hand a written phone number to the student.)

0 1 2 3

- 6. Dials correctly.
- 7. Volunteers name and apartment number.
- 8. Asks for landlord.
- 9. Describes problem.  
(Extra point for asking if or when landlord can fix it.)

	0	1	2	3
6. Dials correctly.	---	---		
7. Volunteers name and apartment number.	---	---	---	
8. Asks for landlord.	---	---	---	
9. Describes problem. (Extra point for asking if or when landlord can fix it.)	---	---	---	---

(4) Apology

Read to student:

You come to school 30 minutes late. I am the teacher. What do you say? (Indicate that the student should go out and come in the door.)

0 1 2 3

- 10. Apologizes
- 11. Volunteers reason, or is able to give reason when asked. (Extra point for volunteering reason without being asked).

	0	1	2	3
10. Apologizes	---	---		
11. Volunteers reason, or is able to give reason when asked. (Extra point for volunteering reason without being asked).	---	---	---	---

(5) SHOPPING

Realia: rice; bag to put it in; dollar bill, nickel, quarter. Have rice on the table. Give the student \$1.00. Rice is 75¢ lb., but the price is not displayed. For 1 lb. rice, give the student 5¢ change.

Read to student:

This is a store. I am the clerk. You want to buy some rice. You have one dollar. What do you say?

12. Student budgets correctly (i.e., asks "How much?" or asks for \$1.00 worth).
13. Asks for items.
14. Insists on correct change.

0	1	2	3
—	—	—	
—	—	—	
—	—	—	

### PART III

#### (1) MONEY (Complete both A and B)

Realia: two dollar bills, three quarters, three dimes, three nickels, and four pennies. Place them in front of the student.

A

1. Show me 99¢.
2. Show me \$1.59. ("one fifty-nine")  
Tester shows student a dollar bill and asks "Do you have change for a dollar?"
3. Student responds "Yes. (Here you are.)"
4. Student gives correct change.

0	1	2	3
—	—		
—	—		
—	—		
—	—		

B

Realia: milk carton marked \$1.10. Egg carton marked \$1.01.

Tester points to the milk and asks "How much is the milk?", then indicates the money and says "Show me." Repeat the questions with "eggs".

5. How much is the milk? (Student shows \$1.10).
6. How much are the eggs? (Student shows \$1.01).

—	—
—	—

(2) SIGNS

Items needed: pictures illustrating the words to be read. There is one pile of words and one pile of pictures in front of the student. Demonstrate with MEN and corresponding picture: Take the word and the picture, saying "These two are the same." Indicate the other words and pictures and ask " Which ones are the same?"

	0	1	2	3
7. POLICE	—	—		
8. DOWN	—	—		
9. RESTROOMS	—	—		
10. POST OFFICE	—	—		
11. FIRE	—	—		

(3) DATES

Realia: Dr's appointment card.

12. What's the date today? (Need ordinal for 2 points; month and year not necessary.)	—	—	—	
13. What's your birthdate?	—	—		
14. What day is it today?	—	—		
15. What day is it tomorrow?	—	—		
16. What time did you come to school yesterday? Give student appointment card with his/her name on it. Tell student: "You are sick. You have a doctor's appointment. Here is your appointment card."	—	—		
17. What date is your appointment?	—	—		
18. What time is your appointment?	—	—		

(4) TIME

Items needed: pictures of digital and analog clocks.



0 1 2 3

Digital Clocks

19. Which one shows 3:35?

— | —

20. Tester points to 5:15. "What time is it?"

— | —

Analog Clocks

21. Which one shows 5:45?

— | —

22. Tester points to 3:30. "What time is it?"

— | —

(5) BILLS

Realia: local electric bill.  
Show student xerox copy of electric bill.

23. How much is this?

— | —

24. When is this due?  
(Teacher may prompt with "What date is  
this due?")

— | —

(6) DIRECTIONS

Realia: 2 cups (different colors) of pencils; 3 empty boxes. Place one box  
of pencils on the right and one on the left. Place 3 trays of boxes behind  
the pencils. (Make sure the trays do not contain test papers.)

0 1 2 3

25. Please take a pencil from the cup on the right.

— | —

Tester asks student to complete the form (Part IV).  
When the student has completed the form, the teacher  
asks him/her to put it in the middle box.

26. Please put the form in the middle box.

— | —

27. Please put the pencil in the blue cup.

— | —

PART IV

NAME: Mr. \_\_\_\_\_  
Ms. \_\_\_\_\_  
Mrs. LAST FIRST MIDDLE  
Miss \_\_\_\_\_

ADDRESS \_\_\_\_\_  
NUMBER STREET

\_\_\_\_\_ CITY STATE ZIP CODE

PHONE ( ) \_\_\_\_\_

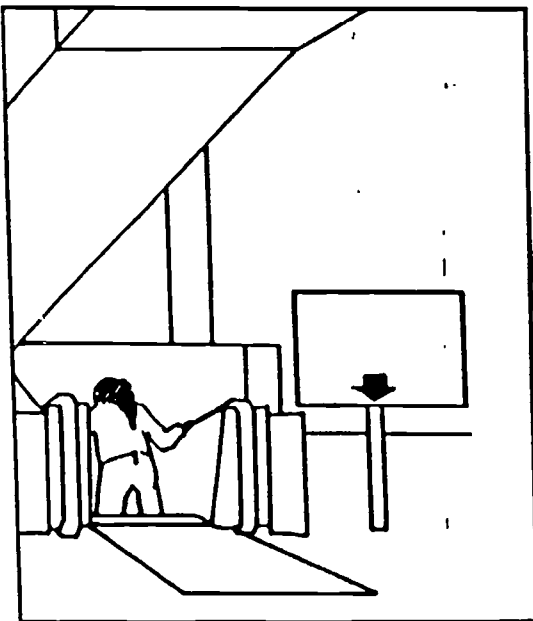
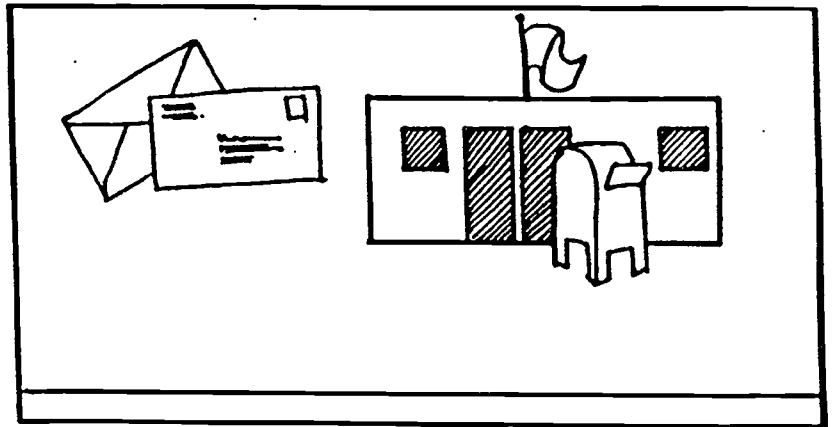
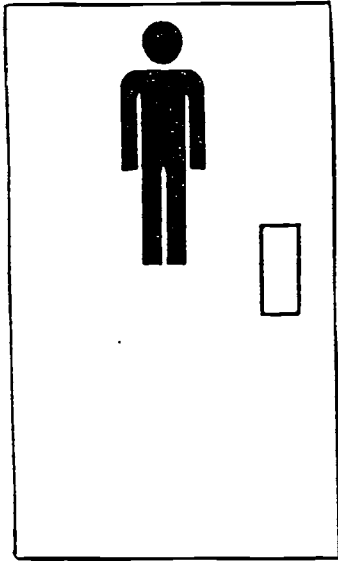
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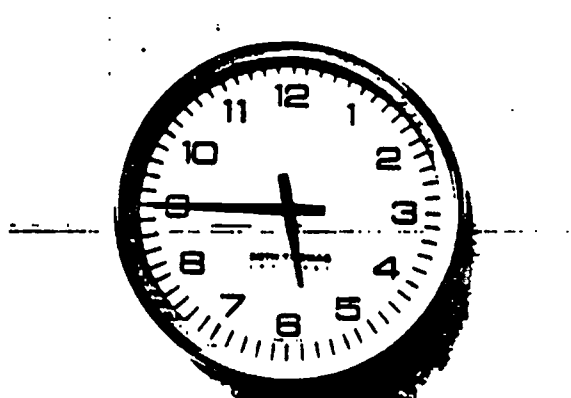
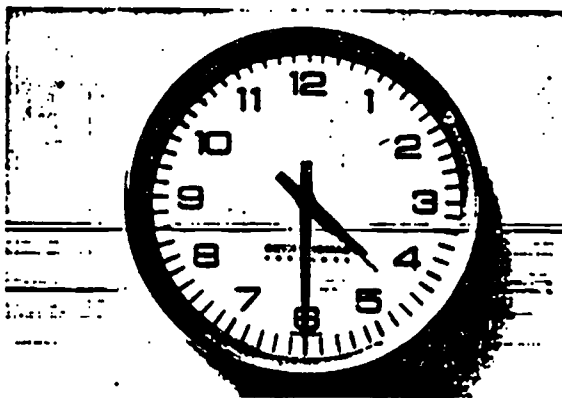
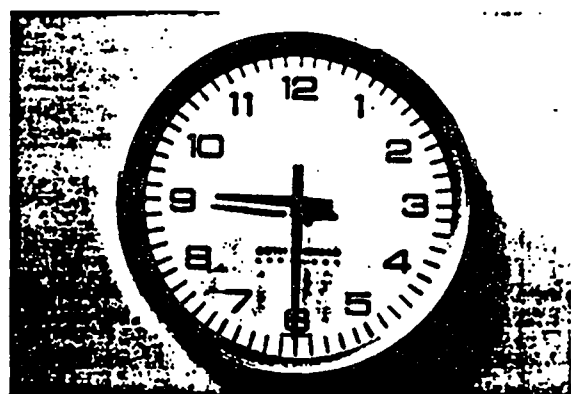
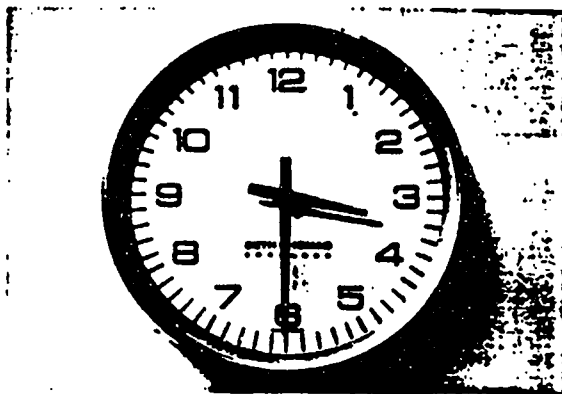
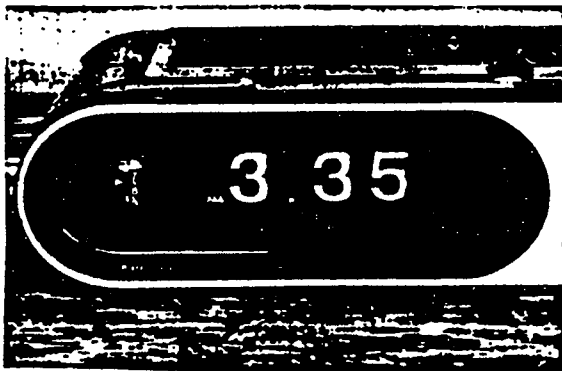
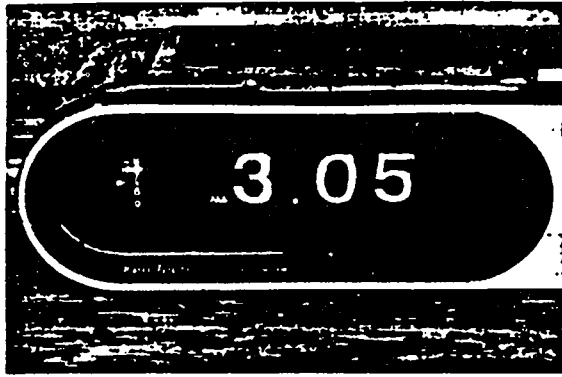
BIRTHDATE \_\_\_\_\_

DATE \_\_\_\_\_









## APPENDIX: RESOURCES

Chicago Urban Skills Institute Curriculum.

English At Work.

English in Industry - Formulae For Beginners.

Industrial English: An Example of Theory and Practice in Functional Language Teaching. Jupp, T.C., and Susan Hodlin. London: Heinemann Educational Books, 1975.

Mainstream English Language Training Resource Package, Office of Refugee Resettlement, Kansas City, MO: Refugee Materials Center, 1985.

Refugee Education and Employment Program Curriculum.