This collection of language activities for the Hispanic adult English-as-a-Second-Language (ESL) student emphasizes real life vocabulary and skills. It is addressed to the student, except where a facilitator's help is needed for dictation exercises. Nonetheless, an instructor's help is necessary for the manual's use. Vocabulary lists in Spanish and English are on these topics: emergency phone calls, arranging for and maintaining utilities services, applying to purchase or rent a home, and applying for a job. A blank job application and lease form are included. Short paragraphs, written by former ESL students, on such topics as drugs, aging parents, disciplining children, and the differences between food in the United States and Puerto Rico also appear. They are intended to stimulate discussion and form the basis for activities in pronunciation, comprehension, writing, and making inferences.

(CML)
"I Don't Speak English... But I Understand You"

Speaking, Writing, Reading and Listening Activities for Hispanic Adults in a Community-Based English as a Second Language Program

Jane N. Govern, Project Director
Program Year 1987-88

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I also wish to thank Centro Pedro Claver for providing the site for the ESL classes and the board and staff of the Center for Literacy for their commitment to quality education. Finally, I would like to thank the Pennsylvania Department of Education Division of Adult Basic Education for funding the development and production of this manual.
Dedication

I dedicate this manual to the students at CPC, whose commitment to learning inspired a new approach to teaching English as a Second Language.
How This Project Came About

The idea for this manual emerged at the Center for Literacy's program for Hispanic adults located at Centro Pedro Claver (CPC). CPC is a vital community services center situated in the heart of one of Philadelphia's largest Hispanic neighborhoods. Since 1984, CFL has offered classes two days a week in beginning and intermediate English to Hispanic adults at this site.

One day, as a teacher new to the Hispanic community, I asked my students, "Do you read English?" The answer I received was: Un poquito" (a little bit). Next, I asked: "Do you write English?" The answer received was, "Un poquito" (a little bit). Then asked, "Do you speak English?" the students answered, "Yo no hablo Ingles" (I don't speak English). However, I soon understood that the students understood all my English questions. They could understand English but they couldn't or wouldn't speak English.

Later, I gave the students a writing assignment to answer the question, "Why don't you speak English a little bit?" they answered in complete sentences combining some English words with Spanish words. Their responses to the question fell into two categories: the fear category and the lack of confidence category. "I'm afraid people will laugh at me because I don't speak good English" and "I don't speak English because I don't pronounce the words correctly" were the most common responses. From this questioning and writing process emerged the challenge and task of designing curriculum materials for Hispanic students that would help them be less afraid to use English and begin to
build their confidence. The process of writing *I Don't Speak English... But I Understand You* helped many students learn English in a way that was comfortable for them.

This goal was achieved by implementing a learner-centered participatory approach which validated, rather than negated Spanish, the student's primary language. While ESL is often taught without using the students' first language, we discovered that the adults in this program felt better when they had the assistance of their native tongue. Validation of a people's language validates the people themselves. The population for whom this curriculum was written are a devalued and fearful people due to low socio-economic status, inferior living conditions, drugs and crime in their neighborhoods, and overall low self-esteem. Many of these students had lived in Philadelphia for years without learning English, remaining isolated and confined to their communities. By allowing them to use their own language in the classroom, they felt at ease and acknowledged as a people. Later, when comparing English and Spanish, students had a point of familiarity, and a reference with which to compare newly learned language skills to previously known language skills. Through this process, students' knowledge of English vocabulary, grammar, usage and pronunciation was greatly improved. Students were more willing to try to speak English and less afraid, overall, to begin to become members of the English speaking world.

The themes in this manual emerged from issues that students either brought directly to the ESL classes, or when reading about
the subject, reacted to with strong interest. These themes provided an opportunity for the development of the ESL skills and activities in the manual.

The stories written by the students were generated through pictures, reading codifications, and brainstorming activities. (see references p.74)

The vocabulary reflects the words, and pronunciations that students identified as difficult. Many of the language exercises developed when the class engaged in correcting their own writings. Some Spanish translations may differ due to the diversity of the class and because Spanish dialects vary according to the students' birthplaces.
How To Use This Manual

This manual is not meant to be the only resource used in an ESL class for Hispanic adults. It is meant to be supplemented with additional materials. Except where the facilitator is indicated for the dictation exercises, the directions in the book are written to the student. The instructor's help is necessary, however, for completing all the exercises. Throughout the use of the manual it is recommended that students compare English and Spanish vowel sounds, suffixes and grammatical structures.

This manual can also serve as a catalyst and a model for students and teachers to develop new materials. Pictures, readings and discussions can generate new themes for students to write about. Students can read each other's writings. Together, with their instructor, they can identify what gives them the most difficulty when trying to learn English and begin to focus on these difficulties in their studies. Whenever possible activities should combine speaking, listening, reading and writing. In this way stronger areas (usually listening and reading) support weaker areas (usually speaking and writing) when learning ESL.
Donde Nosostros Necesitamos Hablar Ingles

Where We Need to Speak English
Donde Nosotros Necesitamos Hablar Ingles
Where I Need To Speak English

I need to speak English because sometimes
I don't know the words to speak in the
stores, at the hospital, to the police.
and sometimes in the street.

Doris Ismael
Vocabulary

for Emergency Phone Calls

Here are some emergency vocabulary words students may want to learn as soon as possible:

- emergency
- hospital
- fire
- fire department
- police
- heart attack
- bleeding
- pain
- shot (held up)
- stolen
- robbery
- conscious
- unconscious
- report
- need help
- have a problem
- accident
- ambulance

- emergencia
- hospital
- fuego
- departamento de fuego
- policía
- ataque corazón
- sangrar
- dolor
- disparo
- robado
- asalto
- consciente
- inconciente
- reporte
- necesite ayuda
- tengo un problema
- acidente
- ambulancia
Activities

1. Vocabulary

Read each sentence and write the correct word in each space. Use the word list for emergency phone calls. The first letter of the missing word is provided for you.

1. I have an e______________.
2. My son needs to go to the h______________.
3. His foot is b______________.
4. I need an a__________________.
5. He is in much p__________________.
6. There as been an a__________________.
7. My father has had a h______________ a__________________.
8. My kitchen is on f__________________.
9. The sick woman was u__________________.
10. Money has been s__________________.
Donde Nosotros Necesitamos Hablar Ingles
Where I Need To Speak English

I think it is very important to know how to speak English on the telephone, in case of emergency. I need to speak English to report fire, to call for police, to report gas leaks, and to call the doctor.

If you make a call to Puerto Rico, you must speak English because the operators speak English.

Julio Del Rio
Vocabulary
for Utilities Service

Here are some useful terms students may want to learn as soon as possible.

name
nombre (de biles)
address
dirección
bills
biles
account number
número de cuenta
identification
identificación
meter
contador
estimate
estimado
payment
pagare
agreement
acuerdo
overcharged
sobre cargo
charges
cargos
change
cambio
proof
prueba
read meters
leer contador
cash
efetivo
check
cheque
money order
nuevo postal
check the meter
chequiar el contador
high bill
biles alto
off my account
fuera de mi cuenta
on my account
en mi cuenta
need help
necesito ayuda
have a problem
tengo un problema
gas leak
líqueo de gas
Vocabulary for Utilities Service (cont.)

water leak
liqueno de agua
shut off
cortal
applied
aplicar
payment
pagareses or acordados
service
servicio
rent
renta
Activities

I. Vocabulary

Read each sentence and write the correct word in each space. Use the word list for utilities services. The first letter of the missing word is provided for you.

1. I need to pay my b__________ today.
2. I can’t remember my a________________________ n__________
3. Can you send someone to c__________ the m__________.
4. I smell gas, so I think there is a g__________ l______.
5. My electric is s__________ o__________ and I need it turned on.
6. My bill is too high; I’ve been o__________ c__________.
7. I want to make p__________ on my bill.
8. Please take my payment o__________ m__________ a__________.

Unscramble the words to make a question (Hint - Begin with underlined word.)

1. proof you do have payment of.
2. you last pay did the bill
3. my meter can check you
4. know you do account number your.
5. I payment arrangements make can.
Las Casas

Houses
Las Casas en Puerto Rico
Houses in Puerto Rico

The housing in Puerto Rico is not the same as United States.
The weather is a tropical one.
We do not use glass windows.
The houses do not have heaters and do not have chimneys.
In Puerto Rico houses are built with cement blocks.
Most of the houses are separate and have only one floor.
Only the government makes houses of two floors or more.
Some people pay rent for these houses, but it is cheap.

Edwin Mendez
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>tiempo</td>
</tr>
<tr>
<td>whether</td>
<td>si</td>
</tr>
<tr>
<td>one</td>
<td>uno</td>
</tr>
<tr>
<td>won</td>
<td>ganó</td>
</tr>
<tr>
<td>two</td>
<td>dos</td>
</tr>
<tr>
<td>too</td>
<td>también</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use word list above.

1. In Puerto Rico, the ______ is tropical.
2. I have ________ daughters.
3. The team ________ its game.
4. My friend is coming ________.
5. I am going ________ the store.

IV. Contractions - Write the contractions (HINT: was not = wasn’t)

is not  ______________________
do not  ______________________
it is    ______________________
are not ______________________
does not ______________________
Change contractions and make 2 words

I'm
he's
she's
we're
they're

V. More Pronunciation - ch/sh - Oral

Read words aloud. Be careful to pronounce each word correctly. Try to say each word in a sentence.

ch Spanish
cheap barato
cheat copiar or enseñar
cheese quesó
chair silla
chop cortar
each cada uno
teach enseñar
reach ancanzar
bleach blanqueador
touch tocar

sh Spanish
sheep oveja
sheet sabana
shake mover
share compartir
shop comprar
rush avanzar
brush cepillo
hush abrazar
crush exprimir

VI. (Facilitator)

Listening/Writing

Using the following words dictate sentences for students to write.

cheat cheap chop shop sheet

VII. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. Name 3 materials used to make houses.
2. How are houses in Puerto Rico different from houses in the United States?

3. Who builds houses with more than one floor and why?

4. Is housing cheap or expensive?

VIII. Discussion

How else is housing in Puerto Rico similar/different from housing in the United States?
Las Casas en Puerto Rico y Los Estados Unidos
Houses in Puerto Rico and U.S.

The houses in Puerto Rico are
different than United States because
they are made from cement blocks.
Many are made from wood and their
roofs are made from zinc.
Some houses have two stories.
There are apartments from the
government for people of low income.
There are houses expensive too.
The houses in Puerto Rico don't need
heaters because our climate is warm.
Our island is tropical.
In U.S. the houses are made from
bricks outside and inside they are
sheet rock and thin wood.
The houses need heaters because
several months are cold.
Even though our island has four
seasons, we feel only one.
There are houses expensive and
inexpensive too like in Puerto Rico.

Marina Clamente
Activities

1. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>our</td>
<td>nuestra</td>
</tr>
<tr>
<td>hour</td>
<td>hora</td>
</tr>
<tr>
<td>feel</td>
<td>sentir</td>
</tr>
<tr>
<td>fill</td>
<td>llenar</td>
</tr>
<tr>
<td>four</td>
<td>cuatro</td>
</tr>
<tr>
<td>for</td>
<td>para</td>
</tr>
<tr>
<td>brick</td>
<td>ladrillo</td>
</tr>
<tr>
<td>break</td>
<td>romper</td>
</tr>
<tr>
<td>though</td>
<td>aunque</td>
</tr>
<tr>
<td>thought</td>
<td>pensamiento</td>
</tr>
<tr>
<td>to</td>
<td>para or a</td>
</tr>
<tr>
<td>too</td>
<td>tambien (also) or muy (too much)</td>
</tr>
<tr>
<td>two</td>
<td>dos</td>
</tr>
<tr>
<td>its</td>
<td>es</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above word pairs of English and Spanish together. For clear pronunciation pay attention to underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use word list above.

1. We _______ she was _________ friend.
2. Even _______ have no money. I _________ happy.
3. If you _______ the balloon with _______ much air, it will _______.
4. Maria went _______ the store to buy bread.
5. Give the cat _______ dinner.
I. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write:

fill      break      thought      feel      our

\(\text{Facilitator}\)
Dictation for Vocabulary Development: Word Pairs that Sound Alike

Using the following word pairs, dictate sentences for students to write:

feel      brick      hour      though      too
fill      break      our      thought      two

VI. Language Exercise - Writing a Question

Using "to be" (estar/ser verb) to make a question. Unscramble the following words to create an asking sentence. (Hint: Begin each sentence with is or are)

1. different in U.S. houses are the

2. island our tropical is

3. houses expensive the are

VII. Language Exercise - Singular and Plural with "to be" verb

Think about this: Why is the verb "is" used in some sentences and 'are' in other sentences. Read the story again to find out. For the subjects from the story listed below, choose correct verb (is/are).

climate _______ they _______ months _______
houses _______ many _______ island _______
some _______ apartments ______

VIII. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

How are houses built differently and why?
IX. Discussion

What are similarities and differences in government housing in Puerto Rico and U.S.?
REAL LIFE Activity
Application to Purchase/Rent Property
Philadelphia Residential Lease Form
### Activities

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. parties</td>
<td>partes</td>
</tr>
<tr>
<td>2. premises</td>
<td>terreno</td>
</tr>
<tr>
<td>3. conditions</td>
<td>condicion (es)</td>
</tr>
<tr>
<td>4. agreement</td>
<td>contrato</td>
</tr>
<tr>
<td>5. lessor</td>
<td>arrendatario</td>
</tr>
<tr>
<td>6. tenant</td>
<td>inquilino</td>
</tr>
<tr>
<td>7. amount</td>
<td>cantidad</td>
</tr>
<tr>
<td>8. advance</td>
<td>adelanto</td>
</tr>
<tr>
<td>9. grace</td>
<td>gracia (prorroga)</td>
</tr>
<tr>
<td>10. renewal</td>
<td>renovacion</td>
</tr>
<tr>
<td>11. occupants</td>
<td>ocupante (s)</td>
</tr>
<tr>
<td>12. payments</td>
<td>pago (s) (common name)</td>
</tr>
<tr>
<td>13. rules</td>
<td>regla (s)</td>
</tr>
<tr>
<td>14. regulations</td>
<td>regulacion (es)</td>
</tr>
<tr>
<td>15. increase</td>
<td>aumento</td>
</tr>
<tr>
<td>16. imposed</td>
<td>impuesto</td>
</tr>
<tr>
<td>17. meter (water, gas, etc)</td>
<td>contador</td>
</tr>
<tr>
<td>18. negligent</td>
<td>negligente</td>
</tr>
<tr>
<td>19. willful</td>
<td>capricho</td>
</tr>
<tr>
<td>20. conduct</td>
<td>conducta</td>
</tr>
<tr>
<td>21. repairs</td>
<td>reparacion (es)</td>
</tr>
<tr>
<td>22. replacements</td>
<td>reemplazos</td>
</tr>
<tr>
<td>23. installations</td>
<td>instalacion (es)</td>
</tr>
<tr>
<td>24. failure</td>
<td>fracazo or fallo</td>
</tr>
<tr>
<td>25. terms</td>
<td>termino (s) plazo (s)</td>
</tr>
<tr>
<td>26. cleaning</td>
<td>limpieza</td>
</tr>
<tr>
<td>27. clauses</td>
<td>clausula</td>
</tr>
<tr>
<td>28. beginning</td>
<td>principio or comienzo</td>
</tr>
</tbody>
</table>

### I. Use this vocabulary list to help you understand or fill in the forms: Application to Purchase/Rent Property and Philadelphia Residential Lease Form. *(See form after page 27)*

### II. Dialog and Write

Think about some questions a landlord or real estate person might ask you. Write the question in complete sentences.

Use the following question words to begin each question.

- What? Que?
- When? Cuando?
- Where? Donde?
- Why? Porque?
What are some questions you might ask the landlord using the same question words? Write the questions.

III. (Facilitator)

Role Play

Combine all questions. Arrange in a logical order to role play a landlord/possible tenant discussion.

Students answer questions as they role play.
# Application to Purchase/Rent Property

**Property Address**

**Name of Purchaser(s)**

**Purchaser(s) Address**

**How Long There**

**Previous Address**

**Settlement**

**How Long There**

**Previous Address**

**Price**

**Deposit at Signing Agreement**

**Additional Deposit**

**Mortgage to Be Obtained**

**Amount of Mtge.**

**Uniform**

**Term**

**Int.**

**Employment Information**

**Employer**

**Address of Employer**

**Number of Years Employed**

**Previous Employer**

**Address of Previous Employer**

**Wife's Employment**

**Address of Employer**

**Number of Years Employed**

**Husband's Salary**

**Wife's Salary**

**Other**

**Explain Other** (claim number for VA, benefits, etc.)

**Obligations Due**

**Loans, Auto, Furniture, Other.**

**Marital Status**

**Separated**

**Yes**

**No**

**Prior Divorce**

**Yes**

**No**

**Support Payments, If Yes How Much**

**Court Order**

**Yes**

**No**

**Assets of Purchaser(s)**

**Cash Accounts**

**Checking Accts**

**Stocks, Bonds or Other**

**Cash on Hand**

**Approx. Cash Needed**

**I certify that all information in this application is true and correct to the best of my knowledge and belief. THIS AGREEMENT IS SUBJECT TO APPROVAL BY OWNERS.**

**Witness**

__________________________

__________________________

__________________________
This Agreement, MADE THIS __________ day of __________, 19 __________, between ___________________________ (name, address, phone) ________________, hereinafter called Lessor, and ___________________________ (name, address, phone) ________________, hereinafter called Tenant.

Lessor agrees to rent to the Tenant premises known as ___________________________ in the City of Philadelphia, Pennsylvania consisting of ___________________________ , upon the following terms and conditions:

(a) Total rent for entire length of lease payable to Lessor ___________________________ $ ___________________________.

(b) Rent shall be paid in advance on the __________ day of each __________ (week, month) beginning on __________, in the amount of ___________________________.

(c) Adjusted payment of rent until first regular due date, if any ___________________________ $ ___________________________.

(d) Security deposit (on deposit at ___________________________) ___________________________ $ ___________________________.

(e) Late charge if rent not paid within grace period of ___________________________ days ___________________________ $ ___________________________.

(f) Length of this lease ___________________________.

(g) Beginning date of this lease ___________________________ day of __________, 19 __________.

(h) Ending date of this lease ___________________________ day of __________, 19 __________.

(i) ___________________________ days written notice by either party is required to end this lease at the ending date.

(j) ___________________________ days written notice by either party is required to end any renewal of this lease at the ending date, or by the Lessor to change any of the terms and conditions of any renewal, at the ending date.

(k) Renewal length of lease if not ended by either party ___________________________.

(l) Premises will be occupied only as ___________________________.

(m) Largest number of occupants under this lease ___________________________.

(n) Payments to be made promptly (without being demanded) when due to ___________________________ Agent at (authorized current address) ___________________________.

(o) For the leased premises:

□ cold water
□ hot water
□ gas
□ heat
□ electricity
□ lawn care
□ snow removal
□ water in excess of yearly minimum charge
□ yearly oil-burner cleaning
□ (Other) ___________________________

□ cold water
□ hot water
□ gas
□ heat
□ electricity
□ lawn care
□ snow removal
□ water in excess of yearly minimum charge
□ yearly oil-burner cleaning
□ (Other) ___________________________.

(p) Rules and regulations are ___________________________.

(q) If this lease is for a term of more than one year, the Tenant agrees to pay with the rent the proportionate share of any increase in real estate taxes and water and sewer rents assessed or imposed on the leased premises in excess of those imposed at the time of making this lease. This share shall be based on the square footage of the leased premises divided by the total square footage of the building. Leased premises: square footage ___________________________. Total building: square footage ___________________________. One-twelfth of the increase shall be payable each month with the rent. (When there is a metered water connection to the leased premises, the Tenant agrees to pay with the rent all water and sewer rent charges in excess of the minimum meter charge.)

(r) The Tenant agrees to pay with the rent all increases of insurance premiums on the leased premises, and/or the building of which the leased premises is a part, due to an increase in the rate of insurance in excess of the rate on the leased premises at the time of the making of this lease, if said increases are caused directly by any wilful or negligent conduct of the Tenant.

(s) Before the beginning of this lease term, or before any date in this section, the Lessor agrees to make the following repairs, replacements or installations. Failure to abide by the terms of this section shall entitle Tenant to exercise such options as would be available to Tenant for Lessor's failure to give actual possession under Section 7.

Lessor or Managing Agent ___________________________.

Tenant(s) ___________________________.

Special Clauses ___________________________.

Speed Notes Inc. 8 Chester Pike, Cinninagdale, Pa. 19023 (215) 313-4100
Comunales y Diferenc as

Commonalities and Differences
Some food in Puerto Rico is cooked differently than food in the United States.

Food in Puerto Rico is cooked with a spice called sascn. Sason in Spanish means, all things mixed together: onions, garlic, sweet and hot peppers and paprika. It's orange color.

Carmen Luciano
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>than</td>
<td>que</td>
</tr>
<tr>
<td>then</td>
<td>entonces</td>
</tr>
<tr>
<td>with</td>
<td>con</td>
</tr>
<tr>
<td>mixed</td>
<td>mezclado</td>
</tr>
<tr>
<td>it's</td>
<td>es</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use the word list above.

1. Carmen is taller ________ Maria.
2. Come to school ________ me.
3. ________ time to leave.
4. I ________ the salad for dinner.
5. We went to dinner and ________ we went to a movie.

IV. Contractions - Connect each word with the correct meaning. Spanish and English.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I'm</td>
<td>yo soy</td>
</tr>
<tr>
<td>2. he's</td>
<td>él es</td>
</tr>
<tr>
<td>3. she's</td>
<td>ella es</td>
</tr>
<tr>
<td>4. it's</td>
<td>eso es</td>
</tr>
<tr>
<td>5. we're</td>
<td>nosotros somos</td>
</tr>
<tr>
<td>6. they're</td>
<td>ellos son or ellos estan</td>
</tr>
</tbody>
</table>
V. Rewrite the following sentences to make them negative. Change "is" to "is not", or "isn't"

1. Some food is cooked differently.

   

2. Food in Puerto Rico is cooked with sason.

   

3. Sason is orange colored.

   

VI. Questions

Write each of the above sentences in question form. (Hint! - begin each sentence with "isn't").

1. 

2. 

3. 

VII. Comprehension - Please write your answers. Use complete sentences you may use the story to find the answers.

1. Is food cooked the same in Puerto Rico as in the United States?

2. What is the name of the spice?

3. Why do people use this spice?

VII. Discussion

Have you learned about any different spices or ways of cooking in the United States?
Comida Nueva

New Foods

When I first came here, I noticed a food called cheese steak hoagie. It was big, expensive, also tasty. In Puerto Rico we don't have that kind of food. Maybe it's because we don't have too much money to spend on food like it. I also noticed that the cheese steak hoagie is easy to make.

Edwin Mendez
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>aqui</td>
</tr>
<tr>
<td>hear</td>
<td>oir</td>
</tr>
<tr>
<td>noticed</td>
<td>notar-darse cuenta</td>
</tr>
<tr>
<td>expensive</td>
<td>caro</td>
</tr>
<tr>
<td>tasty</td>
<td>gusto</td>
</tr>
<tr>
<td>too</td>
<td>tambien (also) or mui (too many)</td>
</tr>
<tr>
<td>to</td>
<td>a' para</td>
</tr>
<tr>
<td>kind</td>
<td>clase or tipo</td>
</tr>
<tr>
<td>easy</td>
<td>facil or sensillo</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and fill in the correct word in each space below. Use the vocabulary list above.

1. Juan ate _______________ much.
2. I _______________ the baby crying.
3. Our dinner was very _______________.
4. Please go ________ the store.

IV. Syllabication - Break the following words into syllables. The number of lines for the number of syllables in each word is given. Be careful to pronounce each word with attention to underlined letters.

1. expensive
   ___________ ___________ ___________
2. tasty
   ___________ ___________ ___________
3. noticed
   ___________ ___________ ___________
4. easy
   ___________ ___________
V. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. Why does Edwin think there are no cheese steaks in Puerto Rico?

2. How does he describe the new food?

3. When did he discover this new food?

VI. Inference

How did Edwin find out that it was cheaper to make a cheese steak hoagie than to buy one?

VII. Discussion

What are your favorite foods from America and your favorite foods from your native country?
Comida

Food

Some food in Puerto Rico is different because we make it different tasting.

People in Puerto Rico use more condiments and color in our food.

In Puerto Rico, the popular food is rice and beans.

Other popular foods are:

vegetables, mofongos, guanimos and don plines.

People in Puerto Rico eat more food because the climate is hot and people sweat more in their work.

Author Unknown
VOCABULARY

1. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweat</td>
<td>sudor</td>
</tr>
<tr>
<td>tasting</td>
<td>probando</td>
</tr>
<tr>
<td>their</td>
<td>sus or de ellos</td>
</tr>
<tr>
<td>in</td>
<td>en</td>
</tr>
<tr>
<td>they're</td>
<td>ellos son or estan ellos</td>
</tr>
<tr>
<td>there</td>
<td>allá or ahí</td>
</tr>
<tr>
<td>on</td>
<td>sobre or encima</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use words from above list.

1. __________ good people.
2. We study English __________ my school.
3. The books are __________ the table.
4. The children played with __________ friends.

IV. Endings - Adding "ing" (ando) to words. Some words end in "e". Drop the "e" before adding "ing" (ando).

Example:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste</td>
<td>Tasting</td>
</tr>
<tr>
<td>Skate</td>
<td></td>
</tr>
<tr>
<td>Live</td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
</tr>
<tr>
<td>Make</td>
<td></td>
</tr>
</tbody>
</table>

36
IV. Discussion and Writing - Complete the following sentence. Write as much as you like.

Rice and beans is popular because ____________
Las Navidades en Puerto Rico

Christmas in Puerto Rico

Christmas in Puerto Rico is different than Christmas in America. We celebrate the Christmas Holiday from December 24th til January 6th. Most people eat broiled pig, rice with green peas and rice pudding. They also drink and dance. People celebrate the holiday by visiting friends and having a good time. Sometimes all the family stays out three or four days.

Julio Del Rio
Christmas in Puerto Rico

Vocabulary

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>than</td>
<td>que</td>
<td>then</td>
<td>entonces</td>
</tr>
<tr>
<td>from</td>
<td>de</td>
<td>til</td>
<td>hasta</td>
</tr>
<tr>
<td>by</td>
<td>por</td>
<td>with</td>
<td>con</td>
</tr>
<tr>
<td>in</td>
<td>en</td>
<td>also</td>
<td>ademas</td>
</tr>
<tr>
<td>stay</td>
<td>quedarse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation pay attention to the underlined letters.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use the word list above.

1. My son is taller _________ his uncle.
2. I will take my children _________ me.
3. She left her keys _________ the car.
4. I received a letter _________ my mother.
5. Our houses are side _________ side.

IV. (Facilitator)

Listening/Writing - Using the following words, dictate sentences for students to write.

than  in  then  with  from  til  by
V. Language Exercise - Using Pronouns

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>Yo soy</td>
</tr>
<tr>
<td>you are</td>
<td>tú eres</td>
</tr>
<tr>
<td>he is</td>
<td>él es</td>
</tr>
<tr>
<td>she is</td>
<td>ella es</td>
</tr>
<tr>
<td>it is</td>
<td>eso es</td>
</tr>
<tr>
<td>we are</td>
<td>nosotros somos</td>
</tr>
<tr>
<td>you are</td>
<td>ustedes son</td>
</tr>
<tr>
<td>they are</td>
<td>ellos son</td>
</tr>
</tbody>
</table>

Answer the following questions or words with a pronoun from above.

1. Is Rosa cooking dinner?
   Yes, ____________ __________.

2. Are you going to class?
   Yes, ____________ __________.

3. Are your children happy?
   Yes, ____________ __________.

4. Are you and Maria going to the store?
   Yes, ____________ __________.

5. Is Jose fixing his car?
   Yes, ____________ __________.

6. Am I doing my classwork?
   Yes, ____________ __________.

7. Is the dog barking?
   Yes, ____________ __________.

VI. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. What are some special ways people celebrate Christmas?

2. Are the dates for Christmas celebration the same as in the United States?

VII. Discussion and Writing - Complete the following sentence. Write as much as you like.

"It is/isn't important to be with family or holidays because _________"
Las Navidades en Puerto Rico

Christmas in Puerto Rico

In Puerto Rico, we celebrate Christmas for two weeks.

On December 24, we celebrate "Noche Buena". (The Good Night).

The family comes together to sing Christmas songs and to play tropical instruments.

At twelve o'clock we give presents.

On December 25th, we go to church to celebrate the birth of Jesus.

On January 6, we celebrate Three Kings Day.

This day is for the children.

The children get ready for this special day on January 5 by cutting grass and putting it into a little box.

They hide the box under their beds.

In the morning, the boxes are gone and the kids find toys.

The kids believe the three kings' camels eat the grass, the same as Santa Claus eats the cookies.

Everybody is very happy.

I love Christmas in Puerto Rico.

Carmen Lopez
I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>together</td>
<td>juntos</td>
</tr>
<tr>
<td>this</td>
<td>esto</td>
</tr>
<tr>
<td>give</td>
<td>dan or dar</td>
</tr>
<tr>
<td>special</td>
<td>especial</td>
</tr>
<tr>
<td>it</td>
<td>eso</td>
</tr>
<tr>
<td>little</td>
<td>pequeño</td>
</tr>
<tr>
<td>they</td>
<td>ellos</td>
</tr>
<tr>
<td>their</td>
<td>sus</td>
</tr>
<tr>
<td>gone</td>
<td>sefue</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat words together with attention on underlined letters.

III. Vocabulary

Read each sentence and write the correct word(s) in each space. Use word list above.

1. ___________ is my car.
2. My family goes places ___________.
3. In the morning, the boxes are ___________.
4. ___________ is a ___________ holiday.

IV. (Facilitator)

Listening/Writing - Using the following words, dictate sentences for students to write.

this give it they their

V. Language Exercise - Look at both groups of pronouns and see how they relate. Example: I - my

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Possessive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>I yo</td>
<td>we - nosotros</td>
</tr>
<tr>
<td>he el</td>
<td>his - de el</td>
</tr>
<tr>
<td>she ella</td>
<td>they - ellos/as</td>
</tr>
<tr>
<td>it eso</td>
<td>hers - de ella</td>
</tr>
<tr>
<td>you tu (informal)</td>
<td>yours - tus or tuyo</td>
</tr>
<tr>
<td>usted (formal)</td>
<td></td>
</tr>
</tbody>
</table>
Using pronouns above, fill in correct words. More than one set of related pronouns may be correct.

1. _______ am washing _______ clothes.
2. _______ is sewing _______ dress.
3. _______ are cleaning _______ yard.
4. _______ is washing _______ car.
5. _______ are doing our homework.

VI. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. According to the story, how long is the Christmas holiday?

2. How are the names of the special days different in Puerto Rico than the United States?

3. What day is for the children?

VII. Discussion

Is Christmas more fun in your native country? Why?
Trabajo

Work
Trabajo

Work

In Puerto Rico, I worked in a clothes factory.
I worked a machine that pressed and packed.
It's called a bellboy or bellhop machine.
When I came to the United States, I had 15 years (experience).
I first worked in a box factory.
I packed boxes.
It was a good job.
I packed sponge boxes.
I worked there eight months.
Later I worked in a clothes factory, trimming.
I worked there about one year.

Doris Ismael
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothes</td>
<td>ropa or vestidos</td>
</tr>
<tr>
<td>close</td>
<td>cerado or cerca</td>
</tr>
<tr>
<td>it's</td>
<td>es</td>
</tr>
<tr>
<td>its</td>
<td>de el or de ella</td>
</tr>
<tr>
<td>when</td>
<td>cuando</td>
</tr>
<tr>
<td>went</td>
<td>fue or fui</td>
</tr>
<tr>
<td>there</td>
<td>alla or ahi</td>
</tr>
<tr>
<td>their</td>
<td>sus or de ellos</td>
</tr>
<tr>
<td>they're</td>
<td>ellos son or ellos estan</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use the word list above.

1. She wears beautiful ____________________________.
2. ______________________ will you call me?
3. Please __________ ______ the front door.
4. The man ______________________ shopping.
5. ______________________ baby lost its bottle.
6. ______________________ learning English.

IV. (Facilitator)  
Listening/Writing  
Use the following words and dictate sentences for students to write.

it's  went  their  clothes
V. Language Exercise - Questions and Answers

Write a question for the following answers.

Answer: I worked in a clothes factory.

Question:____________________________________________________

Answer: I worked there about one year.

Question:____________________________________________________

Answer: Yes, it was a good job.

Question:____________________________________________________

VI. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answers.

1. How old was Doris when she first worked?

2. How old was Doris when she first came to the United States?

3. Where did she work?

4. What kind of work did she do?

VII. Writing - Answer the following question. Write as much as you like.

What kind of work do you do?
Work

In Puerto Rico, I worked as an assistant teacher while I was studying in the Sacred Heart University. I was participating in the work/study program. Students of low resources participate in this program. As assistant teacher, I was a helper in the third grade. It was a great experience. I finished the university and got my B.A. in social work. I started to fill out applications everywhere, but I couldn't find a job. One year later I found a job as a history teacher in a high school in Liza. I taught Puerto Rican history to five groups of tenth and eleventh grades. It was only for two months. One year later, in 1987, I decided to come to the United States for a new life, but the language was different. Now I'm studying English at the Lighthouse and Centro Pedro Claver Schools. I need to learn a lot of English to find a good job as a social worker. I've already filled out some applications in different places (hospitals, government offices, etc.). I still haven't a job, even though I have a Bachelor's Degree.

Marina Clamente
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>este or esta</td>
</tr>
<tr>
<td>these</td>
<td>estos or estas</td>
</tr>
<tr>
<td>fill</td>
<td>llenar</td>
</tr>
<tr>
<td>feel</td>
<td>sentir</td>
</tr>
<tr>
<td>find</td>
<td>encuentra</td>
</tr>
<tr>
<td>fine</td>
<td>fino or bien</td>
</tr>
<tr>
<td>found</td>
<td>encuentra</td>
</tr>
<tr>
<td>while</td>
<td>mientras</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use the word list above.

1. I live in ________ house.
2. We ________ well, today.
3. I can't ________ my pen.
4. Yesterday, I ________ a cat.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

find fill while fell
this give it they their

V. Present, Past and Future Verb Tense.

Rewrite the following sentences in the present tense (today) and future tense (tomorrow).

1. I taught Puerto Rican history.

   Present (today) ________________________________

   Future (tomorrow) ________________________________

2. I was studying in the Sacred Heart University.

   Present (today) ________________________________
Future (tomorrow) _______________________________________

3. I found a job as a history teacher.

Present (today) _______________________________________

Future (tomorrow) _______________________________________

VI. Contractions - Write the two words for each contraction.
Example: won't will not

I'm ___________________________  doesn't ___________________________
couldn't _______________________  don't ________________________
I've ___________________________  what's _________________________
haven't ________________________  can't ________________________

VII. More Pronunciation - Practice pronouncing each of the following words. Pay attention to underlined letters.

job teacher
year finished

VIII. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

1. What kind of program at the University did Marina participate in?

2. What kind of work did she do in Puerto Rico?

3. What grades did Marina teach?

4. Why can't Marina find work in the United States?

5. What is the meaning of the following phrase, students of low resources?

IX. Inference

Why can't Marina find a job?
Writing

Complete the following sentence. Write as much as you like.

You need/don’t need to speak correct English because __________.

Discussion

Compare work experiences you’ve had or know about in Puerto Rico to work experiences in the United States.

How are they the same or different?

Why are they the same or different?

Do you need to speak correct English to gain employment in the U.S.?
REAL LIFE ACTIVITY

Application for Employment
I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

1. ability - habilidad
2. acquainted - enterado or informado
3. application-aplicación
4. at least - al menos
5. attended - atendido
6. below - abajo or debajo
7. business - negocio
8. character - carácter or personaje
9. contained - contenido
10. defects - defecto
11. definite - definido or claro
12. dependents - dependiente(s)
13. desired - deseado
14. details - detalle(s)
15. dismissal - expulsión
16. divorced - divorciado
17. employment - empleo
18. fluently - fluidamente or con fluidez
19. foreign - extranjero
20. former - anterior
21. further - adicional
22. graduated - graduado
23. hearing - audiencia - audiación
24. height - altura - alto
25. hired - empleado or alquilado
26. injured - lesionado
27. inquire - inquirir or preguntar
28. interviewed - entrevistado
29. known - conocido
30. leaving-dejar or abandonar
31. line - línea
32. manager - gerente
33. married - casado
34. membership - membresía
35. National Guard - Guardia Nacional
36. neatness - limpieza
37. notify - notificar
38. own - propio
39. personality - personalidad
40. physical - físico
41. previous - previo or anterior
42. rank - rango or posición
43. reason - razón
44. references - referencia(s)
45. regardless - sin hacer caso
46. related - narrado or relatado
47. remarks - observaciones
48. research - búsqueda
49. reserves - reservas
50. salary - salario
51. signature - firma
52. separated - separado
53. single - soltero
54. speech - habla (common name)
55. statements - declaración
56. terminated - terminado
57. wages - pago or jornal
58. weight - peso
59. widowed - enviudado (a)

II. Use the vocabulary list to help you understand or fill in the application for employment. (see form after page 54)
III. Dialog and write.

A. Think of questions an employer might ask you. Write the question. Use the following words to begin each question.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>what</td>
<td>qué</td>
</tr>
<tr>
<td>when</td>
<td>cuándo</td>
</tr>
<tr>
<td>where</td>
<td>dónde</td>
</tr>
<tr>
<td>why</td>
<td>porque</td>
</tr>
<tr>
<td>how</td>
<td>cómo</td>
</tr>
<tr>
<td>who</td>
<td>quién/es</td>
</tr>
</tbody>
</table>

B. Think of a questions you might ask an employer, and write them. Use the following words to begin the question.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>es</td>
</tr>
<tr>
<td>are</td>
<td>son</td>
</tr>
<tr>
<td>do</td>
<td>hacen or hacemos</td>
</tr>
<tr>
<td>does</td>
<td>hace</td>
</tr>
<tr>
<td>how much</td>
<td>cuánto cuesta</td>
</tr>
<tr>
<td>how many</td>
<td>cuántos es</td>
</tr>
</tbody>
</table>

IV. (Facilitator)
Role Play

Combine questions. Put in logical order to role play a worker/employer discussion.

Students answer questions as they role play.
APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>SOCIAL SECURITY NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST</td>
<td>DATE</td>
</tr>
<tr>
<td>FIRST</td>
<td>NUMBER</td>
</tr>
<tr>
<td>MIDDLE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENT ADDRESS</th>
<th>PERMANENT ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREET</td>
<td>STREET</td>
</tr>
<tr>
<td>CITY</td>
<td>CITY</td>
</tr>
<tr>
<td>STATE</td>
<td>STATE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHONE NO</th>
<th>OWN HOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREET</td>
<td>CITY</td>
</tr>
<tr>
<td>OWN HOME</td>
<td>RENT</td>
</tr>
<tr>
<td>RENT</td>
<td>BOARD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEIGHT</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLOR OF HAIR</td>
<td>COLOR OF EYES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARRIED</th>
<th>SINGLE</th>
<th>WIDOWED</th>
<th>DIVORCED</th>
<th>SEPARATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF CHILDREN</th>
<th>DEPENDENTS OTHER THAN WIFE OR CHILDREN</th>
<th>CITIZEN OF U.S.A.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IF RELATED TO ANYONE IN OUR EMPLOY.</th>
<th>REFERRED BY</th>
</tr>
</thead>
</table>

EMPLOYMENT DESIRED

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DATE YOU CAN START</th>
<th>SALARY DESIRED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ARE YOU EMPLOYED NOW?</th>
<th>IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EVER APPLIED TO THIS COMPANY BEFORE?</th>
<th>WHERE</th>
<th>WHEN</th>
</tr>
</thead>
</table>

EDUCATION

<table>
<thead>
<tr>
<th>NAME AND LOCATION OF SCHOOL</th>
<th>YEARS ATTENDED</th>
<th>DATE GRADUATED</th>
<th>SUBJECTS STUDIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAMMAR SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRADE, BUSINESS OR CORRESPONDENCE SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY?</th>
<th>READ</th>
<th>WRITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. MILITARY OR NAVAL SERVICE</td>
<td>RANK</td>
<td>PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES</td>
</tr>
</tbody>
</table>

(CONTINUED ON OTHER SIDE)
### Former Employers

<table>
<thead>
<tr>
<th>Date</th>
<th>Name and Address of Employer</th>
<th>Salary</th>
<th>Position</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### References

Give below the names of three persons not related to you whom you have known at least one year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Business</th>
<th>Years Acquainted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Physical Record

List any physical defects

- Were you ever injured? Give details
- Have you any defects in hearing? In vision? In speech?
  - In case of emergency notification

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone No</th>
</tr>
</thead>
</table>

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date:__________________________
Signature:_____________________

Interviewed by:_________________
Date:__________________________

Remarks:_______________________

<table>
<thead>
<tr>
<th>Neatness</th>
<th>Character</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hired:_________________________
For Dept:_____________________
Position:_____________________
Wages:_______________________

Approved:1
Employment Manager

2
Dept Head

3
General Manager
Drogas

Drugs
Drogas

Drugs

I see people smoking drugs right in front of everyone, in my neighborhood. They don’t care who sees them, even the policemen. People sell drugs because they want lots of money to buy different things. We always call police, but in a couple of days the drug sellers are back. My son David doesn’t go outside by himself because there are too many drugs and I don’t want him to learn bad things from the other men. I always take him to the park to play. He is only 10 years old.

Aida Feliciano
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>want</td>
<td>quiero (e)</td>
</tr>
<tr>
<td>went</td>
<td>fui (e)</td>
</tr>
<tr>
<td>couple</td>
<td>pareja</td>
</tr>
<tr>
<td>things</td>
<td>cosas</td>
</tr>
<tr>
<td>take</td>
<td>tomar (cojer)</td>
</tr>
<tr>
<td>lots</td>
<td>montón</td>
</tr>
<tr>
<td>in front of</td>
<td>al or en frente de</td>
</tr>
<tr>
<td>back</td>
<td>espalda or atra or detrás en</td>
</tr>
<tr>
<td>in</td>
<td>fuera</td>
</tr>
<tr>
<td>outside</td>
<td>de</td>
</tr>
<tr>
<td>from</td>
<td>de</td>
</tr>
<tr>
<td>of</td>
<td>para or a</td>
</tr>
<tr>
<td>to</td>
<td>por</td>
</tr>
<tr>
<td>by</td>
<td></td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation pay attention to underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use word list above.

1. We ________ to the park.
2. I park my car ________ _______ ______ my house.
3. Let's sit ________ the water.
4. I ________ to ________ a vacation.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

went want from things outside
V. Using Prepositions - Study the following list of prepositions.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>en</td>
<td>in front of</td>
<td>en frente de</td>
</tr>
<tr>
<td>of</td>
<td>de</td>
<td>in back of</td>
<td>detrás de</td>
</tr>
<tr>
<td>to</td>
<td>a</td>
<td>from</td>
<td>de</td>
</tr>
<tr>
<td>by</td>
<td>por</td>
<td>next to</td>
<td>al lado de</td>
</tr>
<tr>
<td>back</td>
<td>detrás</td>
<td>outside</td>
<td>fuera</td>
</tr>
</tbody>
</table>

Fill in the blanks. Use prepositions above. More than one answer may be correct.

1. There is a store ______ the park.
2. There is a church ______ the restaurant.
3. There is a light ______ my house.
4. The children are walking home ______ school.
5. They play in the ______ yard.
6. Let's go ______ the store.
7. We live ______ an apartment.

VI. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

1. What happens when people call the police?
2. Why doesn't David play outside?

VII. Writing

Complete the following sentence. Write as much as you like.

If drugs were in my neighborhood, I would ________.

VIII. Discussion

Why does Aida take David to the park?
Drogas

Drugs

People sell drugs in my neighborhood... young and old, men and women, children fourteen years old. They hide drugs in old mattresses. Some people sell drugs because they take drugs. Most people sell drugs to make much money because they are poor. If we call the police, the drug sellers will hurt you.

Carmen Mendez
Activities

I. English and Spanish Words and Definitions - Study the following words. You may use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>sell</td>
<td>vender</td>
</tr>
<tr>
<td>hide</td>
<td>esconder</td>
</tr>
<tr>
<td>take</td>
<td>tomar</td>
</tr>
<tr>
<td>hurt</td>
<td>herir</td>
</tr>
<tr>
<td>heard</td>
<td>oír</td>
</tr>
<tr>
<td>heart</td>
<td>corazón</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space.

1. My __________ is healthy.
2. I have to __________ the bus.
3. The boy __________ his leg when he fell.
4. I have to __________ my car.
5. I __________ the bad news.

IV. (Facilitator)
Listening/writing

Using the following words, dictate sentences for students to write.

take    hurt    sell    heard    heart

V. Past and Present

Rewrite the following sentences and change the verbs to the past (pasado) (yesterday).

They don't go to school.
They have families to support.

Young people sell drugs.

VI. Singular and Plural

The following words are plural (mas de uno). Write the singular.

<table>
<thead>
<tr>
<th>Plural (mas de uno)</th>
<th>Singular (uno)</th>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td>_________</td>
<td>feet</td>
<td>_________</td>
</tr>
<tr>
<td>men</td>
<td>_________</td>
<td>babies</td>
<td>_________</td>
</tr>
<tr>
<td>women</td>
<td>_________</td>
<td>boxes</td>
<td>_________</td>
</tr>
<tr>
<td>children</td>
<td>_________</td>
<td>teeth</td>
<td>_________</td>
</tr>
</tbody>
</table>

VII. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

Why don't people call the police on drug sellers?

Answer.

VIII. Discussion

What are some things you can to if drugs are being sold in your neighborhood?
Drogas

Drugs

In my neighborhood in Puerto Rico there are drugs.

The young people are selling.

They don't go to school because they need to work to make money, but they don't work because no jobs, and they don't have any money.

They have families to support and that is the reason for selling drugs.

The same as in the United States.

Maria Rodriguez
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>don't</td>
<td>no</td>
</tr>
<tr>
<td>any</td>
<td>cualquier</td>
</tr>
<tr>
<td>support</td>
<td>soporte</td>
</tr>
<tr>
<td>reason</td>
<td>razón</td>
</tr>
<tr>
<td>same</td>
<td>mismo (or) igual</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use word list above.

1. Young people sell drugs to _______ their families.
2. The children _______ have shoes.
3. What is their _______ for being late?

IV. (Facilitator) Listening/Writing

Dictate short sentences using words below.

don't any need reason same

V. Language Exercises - Past and Present Tense

Fill in the blanks with is or are, was or were.
(Remember singular and plural)

today, or present       yesterday, or past
is                  are       was       were

Example: Young people are selling drugs.

1. Last week, we _____________ in New York.
2. Pablo __________ my friend.
3. Yesterday __________ my birthday.
4. We __________ having a party.

Make sentences from the above questions. (Hint: Begin each one with word in blank).
Example: Are young people selling drugs?

1. 

2. 

3. 

4. 

VI. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

What are the main reasons people sell drugs?
Valores y Responsabilidades de Familia

Family Values and Responsibilities
Parenting and Aging
What We Do With Our Children

In our family, our children need to learn more about how to be quiet, obedient, and quick to follow their teacher's instructions. They need good behavior and peacefulness. Parents have no place for harshness in our family.

As parents we should dearly love our children. We should also express this love through teaching. Also as parents we should teach the word of God.

We need to show them the power of education.

The children need to honor their parents and respect them. The parents and children need a good personal relationship.

Juana Escalera
Activities

Words Often Confused

I. Pronunciation - The following sets of words that are often confused. Practice your pronunciation and study the differences in meanings.

- **our** / nuestro(a)
- **their** / sus or de ellos
- **hour** / hora
- **through** / traves de
- **quite** / bastante
- **quiet** / callado or silencio
- **their** / sus or de ellos
- **hour** / hora
- **through** / traves de
- **quite** / bastante
- **quiet** / callado or silencio

Fill in the correct word.

1. That is ____________ book.
2. I waited for a bus for two ____________.
3. He’s ____________ when he does his work.
4. That’s ____________ friend.
5. I ____________ about my friend.

III. Dictation using vocabulary words

- **quite**
- **our**
- **there**
- **hour**
- **through**

IV. Add the following correct suffixes to the words below. There may be more than one correct answer.

- **ness**
- **tion**
- **ing**
- **ly**
- **harsh** (aspero)
- **peaceful** (pacifico)
- **educate** (educar)
- **instruct** (instructar)
- **teach** (enseñar)
- **quick** (rapido or ligero)

V. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

What are the most important things that Juana says we should teach our children?

VI. Discussion

Do you agree with the ways you see other people discipline their children?
Ways of Disciplining My Child

I try to talk very firmly to him once or twice, if that don't work I will give him a good spanking. Sometimes I might strike him once or twice with the fly swatter. That works but when I really feel that he needs a good punishment I remove all of his favorite toys from his room and put them in the basement. I also don't let him watch his favorite T.V. programs and sometimes I may also show toward him less affection. That works most of the time.

Iris Rodriguez
Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>firmly</td>
<td>fuertemente</td>
</tr>
<tr>
<td>strike</td>
<td>dar</td>
</tr>
<tr>
<td>let</td>
<td>dejar</td>
</tr>
<tr>
<td>toward</td>
<td>hacia</td>
</tr>
<tr>
<td>once</td>
<td>una vez</td>
</tr>
<tr>
<td>twice</td>
<td>dos veces</td>
</tr>
<tr>
<td>really</td>
<td>realmente</td>
</tr>
<tr>
<td>might</td>
<td>puedo</td>
</tr>
</tbody>
</table>

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use word list above.

1. She _____________ shook his hand.
2. He is walking _____________ his car.
3. I am _____________ interested in learning English.
4. _____________ me have your hand.
5. I _____________ go swimming tomorrow.

IV. (Facilitator) Listening/Writing

Using the following words, dictate sentences for students to write.

let    really    might    toward    twice

V. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

What form of punishment works the best for Iris
VI. Discussion

What do you think is appropriate punishment for children?
Edad
Age

In my country, we don't have much money or much work.
Many older people don't have jobs and families must feed each other.
Hispanic families take care of their old people themselves.
Daughters and sons take care of mothers and fathers.
They all live together.
Old people in Puerto Rico don't go to nursing homes, they stay with the family.

Luisa Galdamez
Activities

1. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

   English                      Spanish
   much                        mucho or demasiado
   many                        mucho
   their                       sus or de ellos
   themselves                 ellos mismos
   live                        vivir
   together                   juntos
   relatives                  familiares

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. (Facilitator)
   Listening/Writing

   Using the following words, dictate sentences for students to write.

   much themselves live together many

III. Vocabulary - Using the word list above, fill in the blanks.

   1. People in Puerto Rico don’t have ________ money.
   2. Relatives take care of older family members ________.
   3. Mothers, fathers and their children live ________.
   4. There are not ________ jobs.

IV. Language Exercises - Using pronouns correctly.

<table>
<thead>
<tr>
<th>English Possessive Pronouns</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>m1</td>
</tr>
<tr>
<td>his</td>
<td>de el</td>
</tr>
<tr>
<td>her</td>
<td>de ella</td>
</tr>
<tr>
<td>its</td>
<td>de el or de ella</td>
</tr>
<tr>
<td>your</td>
<td>tus or tuyo</td>
</tr>
</tbody>
</table>
In the following sentences choose the correct pronoun. (Hint - pay careful attention to underlined subjects of sentences before choosing pronouns.)

1. We lost ____________ books.
2. The dog hid ____________ bone.
3. Juan and Rosa finished ____________ homework.
4. Edwin can’t find ____________ keys.
5. Ruth is brushing ____________ hair.

V. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.
1. Why don’t older people in Puerto Rico have much money?
2. Why do families live together in Puerto Rico?

VI. Writing
Complete the following sentence. Write as much as you like.
In my family old r people ______ ______ ______.

VII. Discussion
In your own family, how do you take care of older people?

How or where would you like to live when you get old?
References

Recommended texts for teaching ESL to Hispanic Students

No Hot Water Tonight - by Jean Bodman & Michael Langano.
Carber MacMillan International, 1975

No Cold Water Either - by Jean Bodman & Michael Langano.
Carber MacMillan International, 1980

Side by Side - English Grammar through Guided Conversations
by Steven J. Molinsky and Bill Bliss - 1
Prentice-Hall Inc., 1981, Books 1 and 2

Side by Side - Activity Workbook
by Steve Molinsky and Bill Bliss - 1
Prentice-Hall Inc., 1983, Books 1 and 2

About Our Jobs - by Joseph Caesar, Lossie Conners, Mildred Cross and Abdul Wadood Muhammad
La Salle Adult Learning Project - Philadelphia
Urban Studies and Community Services Center, 1987 - Philadelphia