ABSTRACT

The revised Refugee Education and Employment Program (REEP) curriculum, integrating the original 1982 REEP curriculum and the federal Mainstream English Language Training (MELT) project guidelines, provides instructional direction to teachers of adult refugees and immigrants in immediate need of basic survival and social language skills. The guide translates this need into competency-based instructional objectives and language functions, and provides suggestions for materials and teaching techniques. The curriculum provides two tracks of instruction to accommodate differences in educational background and learning ability; this volume contains Track A, for use with semi-literate and educationally disadvantaged students with 5 or fewer years of education in their native countries. Each track consists of four proficiency levels, each containing 9-11 instructional units or topics. For each topic, the guide provides a list of performance objectives and a list of language functions and corresponding structures to be mastered. Each performance objective is also indexed to a competency on the general competency list. Appended materials include a chart of reading and writing enabling skills for each level, a list of cross-cultural questions, pronunciation notes, suggestions for activities and classroom techniques, a resource list, and questions that may be asked of immigrants by the U.S. Immigration and Naturalization Service. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)
The REEP CURRICULUM
Revised Edition

Competency-Based ESL for Adults

Volume I

Track A

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THE REEP CURRICULUM

Revised Edition

Competency-Based ESL for Adults

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This revised edition is the result of the integration of the MELT Project's guidelines with REEP's original curriculum (Van Duzer and Mansoor, 1982).

The following members of REEP's staff have contributed to this edition: William Anderson, Betsy Bailey, Mira Hankins, Jamila Issaq, Blanche Koteen, Clare O'Leary, Viriyane Richardson, Emily Skinner, Hayib Sosseh, and Carol Van Duzer.
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>- Background to the Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>- The 1982 REEP Curriculum and the Revised Edition</td>
<td>2</td>
</tr>
<tr>
<td>- Organization of the Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>- The Functional Approach to Competency-Based ESL</td>
<td>4</td>
</tr>
<tr>
<td>- Using the Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>EVALUATION CRITERIA</td>
<td>8</td>
</tr>
<tr>
<td>SEQUENCE OF UNITS IN A TWELVE-WEEK TERM</td>
<td>11</td>
</tr>
<tr>
<td>INDEX FOR A-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES</td>
<td>12</td>
</tr>
<tr>
<td>INDEX OF FUNCTIONS</td>
<td>15</td>
</tr>
<tr>
<td>INDEX OF STRUCTURES</td>
<td>18</td>
</tr>
<tr>
<td>INSTRUCTIONAL LEVELS</td>
<td></td>
</tr>
<tr>
<td>GUIDELINES FOR PERFORMANCE OBJECTIVES</td>
<td>21</td>
</tr>
<tr>
<td>LITERACY</td>
<td>23</td>
</tr>
<tr>
<td>APPENDIX A: READING AND WRITING ENABLING SKILLS</td>
<td>47</td>
</tr>
<tr>
<td>APPENDIX B: CULTURAL QUESTIONS</td>
<td>73</td>
</tr>
<tr>
<td>APPENDIX C: PRONUNCIATION</td>
<td>101</td>
</tr>
<tr>
<td>APPENDIX D: ACTIVITIES/TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>APPENDIX E: SUGGESTED RESOURCES</td>
<td></td>
</tr>
<tr>
<td>APPENDIX F: INS QUESTIONS AND PROGRESS REPORTS</td>
<td></td>
</tr>
</tbody>
</table>


INTRODUCTION

Background to the Curriculum

The Refugee Education and Employment Program (REEP) is a federally funded program established to help refugees become self-sufficient through English language training and job development. Over the last nine years, we have been involved in projects at both state and national levels. The staff has done extensive training in the area of competency-based English as a Second Language. In 1982, The Reep Curriculum, a functional approach to competency-based ESL, was published.

In late 1983, the Office of Refugee Resettlement funded REEP to be one of seven sites nationwide to participate in a national demonstration project called the Mainstream English Language Training (MELT) Project. The overall goal of the MELT Project was "to identify, examine, and document certain criteria as they relate to the linkage of overseas ESL training and domestic ELT programs. These are criteria pertaining to assessment and testing, student performance levels, and ELT curriculum design" (Federal Register, August 1983). The REEP Curriculum, Revised Edition, is the result of the integration of the MELT Project with the original REEP curriculum.

In this revised edition, we maintain the basic goals, rationale, and organization of the original curriculum. It is a comprehensive system developed for programs teaching ESL to adult immigrants and refugees. As such, it provides instructional direction to teachers of learners in immediate need of basic survival and social language. The revised curriculum translates this need into instructional objectives and language functions (what to teach), and provides suggestions for materials and teaching techniques (how to teach it).

In this curriculum we have established learning objectives to meet our students' immediate language needs. The original curriculum was developed because we had found that an approach which focused primarily on grammatical structure was ineffective with adult immigrant learners. The grammatical approach delayed the satisfaction of students' need to communicate and neglected essential non-grammatical factors in communication such as setting, purpose, and appropriateness of language.

1The other MELT sites were San Francisco Community College District, San Diego Community College District, Spring Institute of International Studies of Denver, Northwest Educational Cooperative of Illinois, Project Persona of Providence, and International Institute of Boston. RMC Research of New Hampshire, the American Council for Nationalities Service of New York, and the Center for Applied Linguistics of Washington, D.C., were involved in the Project's coordination, data collection, and training.
In order to meet this need, we reconsidered the priority of our teaching goals. Using a functional approach, we developed a system which integrated the teaching of language functions with both grammatical form and the life tasks our students encounter day to day.

The basis for much of this curriculum is the linguistic analysis and process used by the Council of Europe's Modern Language Project (Van Ek, 1980). The council's work, recognized worldwide as an important reference, was initiated to improve and broaden the learning of modern languages. The project determined a "threshold level" of competence defined as the lowest level of general foreign language ability to be sufficient for communication. Until learners attain the threshold level, their communication possibilities are limited. Upon attaining this level, transfer of language learned to new tasks begins, thus enabling learners to adapt to most everyday situations, even if not specifically trained for them. The REEP Curriculum applies this threshold-level theory to competency-based ESL.

The 1982 REEP Curriculum and the Revised Edition

While the revised edition is very similar to the original REEP curriculum, we have made a number of significant additions and refinements. These changes have grown out of both the MELT Project and our own experience using the curriculum.

First among the changes is the addition of this expanded introductory section aimed to provide background and practical teaching information. Five appendices have been added to serve as references and resources for teaching techniques, materials, reading and writing enabling skills, cross-cultural questions, and pronunciation. Also new is the indexing of performance objectives to a list of general competencies. This allows teachers to examine how performance objectives develop from level to level to promote students' mastery of those competencies.

Throughout the curriculum we have placed a greater emphasis on promoting employment and independence. This is most evident in the appearance of the new topics "On the Job" and "Money/Banking," and the new B-Track level, B-IV. We have reassessed the content of the survival competencies in the 1982 curriculum, and rewritten, tested, and refined them to be more specific and measurable performance objectives. We have also refined the process for evaluating and documenting student achievement of these objectives.

In making all these changes, we have aimed to reflect the evolving needs and priorities for curricula of refugee and immigrant ESL programs in the United States.

Organization of the Curriculum

The REEP curriculum is a two-track system of instruction which provides for differences in educational backgrounds and learning abilities. Track A is for use with semi-literate and educationally disadvantaged students with five or fewer years of education in their native country. Track B is for use with students with more than five years of education.
Each track consists of four proficiency levels, and each level provides a maximum of 180 hours of instruction. Completion of Levels A-III or B-II corresponds to a traditional low-intermediate level of oral language proficiency. B-III corresponds to intermediate, and B-IV to high intermediate.

Every level consists of nine to eleven instructional units or topics requiring an average of 12 to 15 hours of instruction each. The topics are organized to develop students' language proficiency while the students perform certain competencies—essential job and life tasks. For every topic there is a performance objective page, which lists the tasks to be performed, and a language page, which lists the language functions and corresponding structures to be mastered to perform those tasks. Each performance objective is indexed to a competency on the list of general competencies, thus identifying the larger lifeskill toward which students are working.

**Performance Objective Page**

**Key Performance Objectives.** Objectives preceded by the work "Key" (as in Key 1) are those objectives considered most crucial as lifeskills and most representative of students' linguistic ability. Only key objectives need to be formally evaluated and are, therefore, represented on achievement plans.

Some key objectives are followed by an enabling objective (marked as such by a double asterisk, **). Enabling objectives are subskills vital to the mastery of the task outlined in the key performance objective.

**Non-Key Performance Objectives.** Following the key performance objectives are unmarked, non-key performance objectives. While not formally evaluated, these objectives represent important lifeskills which students should begin working on at that level. Many of these performance objectives will become key performance objectives at higher levels.

**Suggested Resources.** For each topic, we have indexed texts containing units and exercises which REEP teachers have found to be most appropriate for our students and curriculum. These materials include the language and vocabulary to be taught and practiced for achievement of the objectives. These are suggested resources. Teachers should select materials based on the needs and abilities of their particular students.

**Remember to Address.** Each Performance Objective page contains this reminder to regularly address reading and writing skills, cross-cultural questions, and pronunciation. Resources for each of these are found in the appendices.

**Language Page**

**Functions.** Functions form the basis of the language taught using this curriculum. Functions are the units of communication that identify the outcome or purpose of an utterance. They are derived from the communication which occurs in a topic area (e.g., Transportation: ask for information, give directions).
Examples. The examples listed to the right of the functions represent how those functions may be expressed. They exemplify the complexity of language expected at that level.

Structure. In the next column we have identified the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Related Items. Suggestions for materials/realia to be used and other information needed for lesson planning are listed in this column.

The Functional Approach to Competency-Based ESL

A competency-based education program is made up of the lifeskills needed by an individual to function in the world outside the classroom. A competency-based language program focuses on the linguistic and communication skills needed by the individual to master those lifeskills. In this curriculum we have combined general competencies, performance objectives, functions, and structures to promote that mastery.

As you go through the topics and from level to level (See Figure 1):

- General competencies are developed and evaluated through increasingly more demanding and complex performance objectives.

**FIGURE 1**

COMMUNICATIVE COMPETENCE

```
   +-----------------------------+
   | SOCIAL COMPETENCE           |
   +------------------------------+
   | LINGUISTIC COMPETENCE        |
   |                              |
   +----------------------------------------+
   | C Functions - Level 3 Gram/Vocab       |
   | B Functions - Level 2 Gram/Vocab       |
   | A Functions - Level 1 Gram/Vocab       |
   +----------------------------------------+
   | B Functions - Level 2 Gram/Vocab       |
   | A Functions - Level 1 Gram/Vocab       |
   +----------------------------------------+
   | A Functions - Level 1 Gram/Vocab       |
   +----------------------------------------+
   | G E N E R A L C O M P E T E N C I E S   |
   +------------------------------+
   |                               |
   | Performance Objectives        |
   | Levels 1 2 3                 |
```

10
Performance objectives involve more language use and the use of a greater number of language functions as communication and interaction increase.

Within each function, the level and complexity of the grammar needed to express that function increases.

An important feature of this curriculum is "recycling." As you move within a level, functions are introduced and in one topic then used again in others. The structures used to express that function are reviewed as new ones are introduced. Recycling of functions and tasks occurs from topic to topic and from level to level.

Using the Curriculum

In this section we discuss how to work with the curriculum while planning lessons and evaluating student performance.

Lesson Planning

Before beginning a unit, look over its performance objective page and language page. The objectives outline the tasks the students will perform, and the functions and structures outline the language students must learn in order to perform those tasks. As you review these two pages, consider the emphasis you will place on each task/function and the order in which you will teach them. Keep in mind, as well, that key objectives will be evaluated and the results will be recorded on achievement plans.

There is not a one-to-one correspondence between lessons and objectives. Several objectives may be covered in one lesson, or one objective may require more than one lesson. Consider how objectives are related and may be combined. Some will involve the same or similar resources, activities, functions, and/or structures.

Once you have a broad unit/topic plan, you can begin to plan your lessons in detail. You might proceed as follows:

1. Select the performance objective(s) around which you will organize the lesson.
2. Select the language functions, structures, and vocabulary which will be your focus for the performance of the objectives.
3. Consult the "Suggested Resources" for texts and the appendices for activities which correspond to the task(s) at hand.
4. Consider the particular needs of your students and select reading and writing enabling skills, pronunciation points, and cross-cultural questions which should be addressed.
5. If the objectives are marked "Key," also determine an evaluation activity for assessing student achievement of the objective.
Evaluation

Evaluation is an integral part of competency-based education. Through evaluation we certify that our students have mastered the competencies that have been set for them. It provides students with feedback on their progress. This is important because when they see their inventory of skills grow, their confidence and motivation increase as well. Evaluation feedback allows teachers to determine the effectiveness of their instruction. They can then make adjustments to ensure that the needs of students are being met.

Although some kind of evaluation should take place on a daily basis, at this time we are chiefly concerned with the formal (documented) evaluation of key performance objectives. The performance objectives provide the contexts within which students learn and practice language. At the top of each performance objective page, you will find "Students will be evaluated on their ability to perform these tasks using the language outlined on the following page." We evaluate student ability to use the functions and structures taught while completing the tasks stated in the performance objectives. We consider all aspects of the students' ability to use language: what they can achieve through speaking, listening, reading, and writing.

At the same time, we consider the quality of a student's performance by judging its acceptability by native speakers—the ability to get the job done. In a competency-based program, evaluation is criterion-referenced. Each student's performance is rated according to a set standard rather than in relation to the performance of other students in the class. At the beginning of each level you will find the exit characteristics, Student Performance Level (SPL), for students at that level. These SPL's describe how well a student is expected to perform. This description, along with the evaluation criteria included at the end of this section, form the standards for evaluation. Students who meet these criteria can progress to the next level.

In addition to identifying performance (e.g., ask and answer, locate, call), key performance objectives specify how the task is to be performed by stating conditions, the performance situation (e.g., given a simplified map, given newspaper housing ads). By looking at the condition, you know the constraints under which students will be evaluated, and the tools and materials they will need to use. These conditions, together with performance objectives and criteria, guide you in developing evaluation activities.

Although actual performance in a real-life situation is the ideal measure of competency, this is not always possible within the confines of the classroom. However, we can set up the next best thing, which is a simulation of such a situation.

Objectives requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, an objective may require that students be able to make an emergency phone call. Each student could pick a card which describes an emergency situation and then use a telephone trainer to call for appropriate
assistance. The teacher could act as operator while evaluating student performance. For objectives requiring performance in a post office, supermarket, department store, or office, the whole classroom could be turned into that setting. Students might be required to perform specific tasks at various "counters" staffed by fellow students or volunteer aides, while the teacher circulates to evaluate individuals on their ability to complete the assigned task. Roles could rotate among the students until all have had a chance to demonstrate their competency. Objectives involving reading and writing skills can be evaluated with pencil and paper tests. For example, students could be asked to complete forms, write checks, take messages, or find numbers in the telephone directory.

After the evaluation activity, it is the teacher's responsibility to record the students' mastery of or inability to perform the task on the achievement plans. This curriculum provides for two distinct achievement plan formats: one for the Literacy, A-I, and A-II levels, and the other for A-III and all B-track levels.

**Literacy, A-I, and A-II Achievement Plans** list the key performance objectives for each time block and all students' names on one master sheet. The teacher evaluates the students' performance of the task according to the established criteria stated in the curriculum (see evaluation criteria, A-Track).

**A-III and B-Track Achievement Plans** list the key performance objectives on individual forms to be given to the students at the end of each three-week time block. If the student is able to successfully perform the task using the language taught, the teacher checks the task on the achievement plan. The students are also evaluated on their general language ability expressed in terms of pronunciation, listening, grammar, vocabulary, reading, and writing (see evaluation criteria, B-Track). Achievement plans also provide a space for teacher's comments to the student.

Teachers can give blank achievement plans to the students at the start of a unit of study in order to make objectives known to them. Students can ask questions about the key objectives listed there and so become prepared for the upcoming topic/tasks. At the end of each time block, the plans are returned for students to sign and discuss with their teachers. Students may want a copy of their achievement plans for themselves so that they can monitor their own progress.
EVALUATION CRITERIA

The achievement plans are used for recording student progress. The teacher assesses the students' language ability as they are performing the tasks and evaluates the efficacy of the communication taking place.

LITERACY, A-I, A-II EVALUATION CRITERIA

0 Student is unable to perform task; cannot be understood.
1 Student communicates message but makes errors; understood if attentive.
2 Student conveys a structurally correct message; easily understood.

The A-III and B-Track levels require a two-step evaluation. First, students are evaluated on their ability to use the language taught to perform the task. If successful, they receive a check for the task. At the end of each three-week time block, the teacher also evaluates the students' general language ability. This is a global assessment based on the students' ability for their level. Therefore, students at any level might receive "Good"; they would differ in the complexity of the language taught at the different levels.

A-III AND B-TRACK EVALUATION CRITERIA

Good "3"

Pronunciation No serious mispronunciations; easily understood.
Listening Understands at nearly normal speed; may ask for clarification.
Grammar Controls most of the structures taught but makes occasional errors that do not obscure meaning; corrects self.
Vocabulary Actively uses vocabulary taught and readily understands new vocabulary in context.
Reading/Writing Easily comprehends required reading; has no problems completing forms; handles daily writing tasks with only occasional errors.
Satisfactory "2"

Pronunciation
Some mispronunciations leading to confusion; understood if attentive.

Listening
Understands at slower-than-normal speed; some repetition is necessary.

Grammar
Control of simple structures, but makes errors which occasionally obscure meaning; can correct self when questioned.

Vocabulary
Understands most vocabulary taught, although all may not be part of students' active repertoire.

Reading/Writing
Comprehends required reading when guided by questions; has no problems completing forms; handles daily writing tasks with frequent errors.

Needs Improvement "1"

Pronunciation
Frequent mispronunciations; cannot be understood.

Listening
Understands only slow speech using familiar language.

Grammar
Very little control of structures taught, making comprehension difficult.

Vocabulary
Understands and uses minimum vocabulary.

Reading/Writing
Needs assistance for minimal comprehension of required reading; has problems completing forms; difficulty with daily writing tasks.
### Sequence of Units in a Twelve-Week Term

<table>
<thead>
<tr>
<th>Literacy</th>
<th>A-I</th>
<th>A-II/B-I</th>
<th>A-III/B-II</th>
<th>B-III</th>
<th>B-IV</th>
</tr>
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<td>3 Personal ID</td>
<td>Personal ID</td>
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<td>Personal ID</td>
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<td>Personal ID</td>
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<td>Housing/Classroom</td>
<td>Time/Weather</td>
<td>Telephone/Communication</td>
<td>Telephone/Communication</td>
<td>Intro to Newspaper</td>
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<tr>
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<td>Food</td>
<td>Food</td>
<td>Housing</td>
</tr>
<tr>
<td>W Money/Banking</td>
<td>Money/Banking</td>
<td>Clothing/Consumerism</td>
<td>Health</td>
<td>Health</td>
<td>Telephone/Communication</td>
</tr>
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<td>Money/Banking</td>
<td>Money/Banking</td>
<td>Money/Banking</td>
<td>Finding a Job</td>
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<tr>
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<td>Clothing/Consumerism</td>
<td>Transportation</td>
<td>Money/Banking</td>
<td>Money/Banking</td>
<td>Finding a Job</td>
</tr>
<tr>
<td>3 Transportation</td>
<td>Health</td>
<td>Housing</td>
<td>Finding a Job</td>
<td>Transportation</td>
<td>On the Job</td>
</tr>
<tr>
<td>W Transportation</td>
<td>Transportation</td>
<td>Food</td>
<td>Housing</td>
<td>Clothing/Consumerism</td>
<td>Community Services</td>
</tr>
<tr>
<td>K Food</td>
<td>Health</td>
<td>Transportation</td>
<td>Clothing/Consumerism</td>
<td>Transportation</td>
<td>Transportation</td>
</tr>
<tr>
<td>S Food</td>
<td>Health</td>
<td>Finding a Job</td>
<td>Community Services</td>
<td>On the Job</td>
<td>Community Services</td>
</tr>
<tr>
<td>3 Transportation</td>
<td>Community Services</td>
<td>Transportation</td>
<td>Finding a Job</td>
<td>Upgrading Your Job</td>
<td>Money/Banking</td>
</tr>
<tr>
<td>W Finding a Job</td>
<td>Community Services</td>
<td>Transportation</td>
<td>Finding a Job</td>
<td>Upgrading Your Job</td>
<td>Money/Banking</td>
</tr>
<tr>
<td>K On the Job</td>
<td>Community Services</td>
<td>Transportation</td>
<td>Finding a Job</td>
<td>Upgrading Your Job</td>
<td>Money/Banking</td>
</tr>
<tr>
<td>S On the Job</td>
<td>Community Services</td>
<td>Transportation</td>
<td>Finding a Job</td>
<td>Upgrading Your Job</td>
<td>Money/Banking</td>
</tr>
</tbody>
</table>
INDEX FOR A-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

**Clothing/Consumerism**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Identify articles of clothing. <em>(L</em>, I, II)</td>
</tr>
<tr>
<td>B</td>
<td>Wear clothing appropriate for weather conditions/social situations. *(I, III)</td>
</tr>
<tr>
<td>C</td>
<td>Read price tags. <em>(I, III)</em></td>
</tr>
<tr>
<td>D</td>
<td>State clothing needs and preferences. <em>(L, I, II, III)</em></td>
</tr>
<tr>
<td>E</td>
<td>Locate items in a department store. <em>(II)</em></td>
</tr>
<tr>
<td>F</td>
<td>Read clothing care instructions. <em>(II, III)</em></td>
</tr>
<tr>
<td>G</td>
<td>Return/exchange merchandise. <em>(II, III)</em></td>
</tr>
</tbody>
</table>

**Community Services**

**Post Office**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Address and mail letters/packages. <em>(II)</em></td>
</tr>
<tr>
<td>B</td>
<td>Purchase postage for letters/packages. <em>(II, III)</em></td>
</tr>
<tr>
<td>C</td>
<td>Complete postal forms and money orders. <em>(III)</em></td>
</tr>
</tbody>
</table>

**Library**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Identify and use library services. <em>(III)</em></td>
</tr>
</tbody>
</table>

**Finding a Job**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Identify and discuss occupations. <em>(I, II)</em></td>
</tr>
<tr>
<td>B</td>
<td>Identify local job possibilities and state preferences. <em>(I, II, III)</em></td>
</tr>
<tr>
<td>C</td>
<td>Fill out a job application. <em>(I, II, III)</em></td>
</tr>
<tr>
<td>D</td>
<td>Read and respond to want ads and signs. <em>(II, III)</em></td>
</tr>
<tr>
<td>E</td>
<td>Participate in a job interview. <em>(III)</em></td>
</tr>
</tbody>
</table>

**Food**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>State food needs. <em>(L, I, II, III)</em></td>
</tr>
<tr>
<td>B</td>
<td>Compare prices. <em>(L, II, III)</em></td>
</tr>
<tr>
<td>C</td>
<td>Understand weights, quantities, and containers. <em>(I, II)</em></td>
</tr>
<tr>
<td>D</td>
<td>Locate items in a supermarket. <em>(L, I, II, III)</em></td>
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<tr>
<td>E</td>
<td>Use unit pricing to determine best places to shop. <em>(III)</em></td>
</tr>
<tr>
<td>F</td>
<td>Order a meal in a restaurant. <em>(II)</em></td>
</tr>
<tr>
<td>G</td>
<td>Discuss food preparation and eating habits. <em>(L, II, III)</em></td>
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</tbody>
</table>

*L = Literacy.*

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11 13 13
INDEX FOR A-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

**Health**

A Identify parts of the body, ailments, and injuries. (L, I, II)
B Know treatment for ailments and injuries. (L, I, II)
C Make emergency phone calls. (L, I, II, III)
D Follow a doctor's/nurse's instructions. (II)
E Make, cancel, and reschedule medical appointments. (I, II, III)
F Read labels on medicine bottles and household products. (III)
G Call school/workplace to report absence. (III)
H Complete medical history forms. (III)

**Money/Banking**

A Identify coins and bills. (L, I, II)
B Make cash purchases. (L, I, II, III)
C Write and endorse checks. (I, II, III)
D Identify banking terms and services. (III)

**Housing**

A Identify classroom objects and follow classroom procedure. (L, I)
B Identify types of housing/rooms/furniture. (I, II)
C Give home address and describe location. (I, II)
D Discuss household maintenance. (II)
E Call for household repairs. (II, III)
F Respond to housing ads and signs. (III)
G Rent an apartment. (III)

**On the Job**

A Give and follow work-related instructions. (I, II, III)
B Understand written information at the worksite. (I, II)
C Discuss work tasks and procedures. (I, II, III)
D Complete work-related documents. (I)
E Notify employer before lateness or absence. (II, III)
F Understand paychecks. (III)
<table>
<thead>
<tr>
<th>Personal Identification</th>
<th>Telephone/Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Describe self and others. (L, I, II, III)</td>
<td><strong>A</strong> Initiate and end conversations. (III)</td>
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<tr>
<td><strong>B</strong> Complete personal data forms. (L, I, II, III)</td>
<td><strong>B</strong> Take and leave messages. (III)</td>
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<tr>
<td><strong>C</strong> Interact socially. (L, I, II, III)</td>
<td><strong>C</strong> Use telephone books. (III)</td>
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<td><strong>D</strong> Identify family relationships (and discuss family life). (L, I, II)</td>
<td><strong>D</strong> Respond to wrong numbers (on the telephone). (III)</td>
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<thead>
<tr>
<th>Time and Weather</th>
<th>Transportation</th>
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<tr>
<td><strong>A</strong> Tell time. (L, I, II)</td>
<td><strong>A</strong> Use local transportation. (L, I, II)</td>
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<tr>
<td><strong>B</strong> Read and write days and dates. (L, I, II)</td>
<td><strong>B</strong> Give and follow directions. (I, II, III)</td>
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<tr>
<td><strong>C</strong> Tell about daily schedule. (I, II)</td>
<td><strong>C</strong> Use maps. (II, III)</td>
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<tr>
<td><strong>D</strong> Describe weather conditions. (I, II)</td>
<td><strong>D</strong> Obey traffic signs. (L, I, II)</td>
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<td><strong>E</strong> Use transportation schedules. (II, III)</td>
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<td><strong>F</strong> Call for transportation information. (III)</td>
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# INDEX OF FUNCTIONS

## Literacy

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<th>House/Classroom</th>
<th>Police/Weather</th>
<th>Money/Banking</th>
<th>Transportation</th>
<th>Clothing/Consumerism</th>
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- **Police/Weather**
- **Money/Banking**
- **Transportation**
- **Clothing/Consumerism**
- **Health**
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### INDEX OF STRUCTURES

<table>
<thead>
<tr>
<th>Structure</th>
<th>LIT</th>
<th>AI</th>
<th>AII</th>
<th>AIII</th>
<th>BI</th>
<th>BIT</th>
<th>BII</th>
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GUIDELINES FOR PERFORMANCE OBJECTIVES

In writing the revised performance objectives, we have adopted the following guidelines and space-saving conventions:

- **Role plays and simulated situations** are acceptable activities for the demonstration of all objectives.

- All performance objectives are **oral** unless stated otherwise, with this understanding: "identify" means orally.

- All performance objectives are **in person** unless stated as "on the phone." Evaluating objectives on the phone may involve the use of a telephone trainer or similar device.

- All materials and forms are **real** unless stated as simplified or from a level text.

- Mastery of an objective which involves writing is demonstrated by its acceptability outside the classroom.

- Any performance objective stating "ask" includes understanding typical responses as part of the performance.

- Objectives do not specify the vocabulary required for their mastery. This vocabulary can be found in the resources recommended for each topic at each level.
LITERACY
LITERACY: STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL I)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

<table>
<thead>
<tr>
<th>General Language Ability</th>
<th>Listening Comprehension</th>
<th>Oral Communication</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Functions minimally, if at all, in English.</td>
<td>Understands only a few isolated words, and extremely simple learned phrases (What's your name?)</td>
<td>Vocabulary limited to a few isolated words.</td>
<td>Recognizes most letters of the alphabet, and single-digit numbers.</td>
<td>Copies letters of the alphabet, numbers, own name and address; needs assistance.</td>
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<tr>
<td>Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.</td>
<td></td>
<td>No control of grammar.</td>
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</tbody>
</table>

A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
ACHIEVEMENT PLAN  LITERACY
TIME BLOCK   1

Key:  Verbal Skills
      0 = needs improvement
      1 = communicative
      2 = communicative + accurate
*Nonverbal Skills
      0 = needs improvement
      ✓ = satisfactory

PERSONAL IDENTIFICATION

1. Answer questions about self

*2. Copy personal data

3. Write first/family names

HOUSING: CLASSROOM

1. Identify classroom objects

*2. Respond to commands
### ACHIEVEMENT PLAN LITERACY

**TIME BLOCK II**

**Key:**
- Verbal Skills
  - 0 = needs improvement
  - 1 = communicative
  - 2 = communicative + accurate
- Nonverbal Skills
  - 0 = needs improvement
  - ✓ = satisfactory

#### TIME/WEATHER

1. Ask/answer questions: time

2. Ask/answer questions: day/date

#### MONEY/BANKING

1. Identify coins/bills

2. Produce amounts on price tags
### Achievement Plan: Literacy

#### Time Block III

<table>
<thead>
<tr>
<th>Key: Verbal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Needs improvement</td>
</tr>
<tr>
<td>1 = Communicative</td>
</tr>
<tr>
<td>2 = Communicative + Accurate</td>
</tr>
</tbody>
</table>

#### Transportation
1. Verify bus destination
2. Ask about fare

#### Clothing/Consumerism
1. Identify clothing
2. Identify colors
ACHIEVEMENT PLAN  LITERACY  
TIME BLOCK  IV

Key:  
Verbal Skills  
0 = needs improvement  
1 = communicative  
2 = communicative + accurate

<table>
<thead>
<tr>
<th>FOOD</th>
<th>1. Identify foods</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HEALTH</th>
<th>1. Identify body parts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HEALTH</th>
<th>2. Identify illnesses</th>
</tr>
</thead>
</table>
LITERACY ENABLING OBJECTIVES

Early instructional focus on the following objectives will prepare the students for mastery of upcoming performance objectives involving reading and writing. These objectives should be emphasized during the first weeks and recycled, as needed, throughout the term. For subsequent development of reading and writing skills, see Appendix E.

Pre-Reading Concepts

1. Match two or more objects or pictures that are the same.

2. Given three objects or pictures, including one matched pair, identify the one that is different. (See CAL guide, p. 31)*

3. Given a symbol at the left of a page and a series of symbols aligned across the page, mark the symbol(s) that are the same as the leftmost one. Symbols may include pictures, shapes, letters, and numbers. The student need not know names of letters or numbers at this point. (See CAL guide, p. 36)

4. Given a page with a series of exercises consisting of rows, each with a leftmost symbol, number, or letter to be used as a guide in matching other items in the row with it, complete each row in order from top to bottom. (See CAL guide, p. 36)

LITERACY ENABLING OBJECTIVES (Continued)

**Letters**

1. When shown a letter, say letter name.
2. Given a letter, identify it as capital or small.
3. Given a series of handprinted letter cards, choose correct letter card upon hearing the letter name.
4. Orally recite the alphabet in order.
5. Copy letters.
6. Take letter dictation.
7. Print the entire alphabet in order without prompting.

**Numbers**

1. Count objects, pictures, and symbols from 0 - 100.
2. Shown a printed numeral from 0 - 100, say its name.
3. Given a series of cards, each with a handprinted numeral, choose the correct number card upon hearing the spoken number.
4. Match a given number of objects, pictures, or symbols with the correct written numeral.
5. Sequence flash cards from 0 - 100.
6. Copy numbers.
7. Take number dictation.
8. Write the numbers 0 - 100 in order without prompting.

**Phonics and Sight Reading**

1. Sight read their own names.
2. Sight read survival vocabulary, including the following words: boys, girls, men, women, exit, open, close, do not enter, fire, push, pull, danger, stop, don't walk, walk.
3. Students will be able to recognize sound/letter relationships in initial position.
LITERACY: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Answer questions about self identification, including name, telephone number, nationality, age, and marital status.

Key 2. Copy the above information plus home address onto a personal data form.

Key 3. Differentiate and write first and family names.

4. Give and respond to greetings and partings.

5. Identify immediate family relationships.

Competencies

A

B

A

C

D

Suggested Resources

A New Start: Literacy Workbook 1, pp. 1-25, 54-59.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify self/others</td>
<td>I'm Tek. My name is Tek. She is my sister.</td>
<td>Be: present</td>
<td>Family relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject pronouns</td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests</td>
<td>What's your first name?*</td>
<td>Possessive adjectives: my</td>
<td>Personal data forms</td>
</tr>
<tr>
<td>for information</td>
<td>What's your last name?*</td>
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<td>First/last names</td>
</tr>
<tr>
<td></td>
<td>My name is Hai Nguyen. I am ____ years old.</td>
<td>Wh-questions</td>
<td>Spelling</td>
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<td></td>
<td>I'm from ____.</td>
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<td></td>
<td>My telephone number is ____.**</td>
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</tr>
<tr>
<td>Greet/take leave</td>
<td>Hello. How are you? Good-bye.</td>
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</tbody>
</table>

*Students to respond only.
**Students may read from card.
LITERACY: HOUSING: CLASSROOM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Identify common classroom objects.
Key 2. In the classroom setting, respond to simple classroom commands.
3. Demonstrate lack of understanding.

Competencies

A

Suggested Resources

- None

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
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<tbody>
<tr>
<td>Identify objects</td>
<td>This is my book.</td>
<td>Be: present</td>
<td>Classroom objects</td>
</tr>
<tr>
<td></td>
<td>This is my desk.</td>
<td>Demonstrative pronouns: this</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Possessive adjective: my</td>
<td></td>
</tr>
<tr>
<td>Express needs</td>
<td>I need a pen.</td>
<td>Verbs: simple present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I need a book.</td>
<td>(need)</td>
<td></td>
</tr>
<tr>
<td>Instruct someone to do</td>
<td>Open your book.*</td>
<td>Imperative</td>
<td>Classroom procedures</td>
</tr>
<tr>
<td>something*</td>
<td>Listen/repeat.*</td>
<td></td>
<td>Teacher's gestures</td>
</tr>
<tr>
<td>Ask for clarification</td>
<td>Give me your paper.*</td>
<td></td>
<td>Gestures to show</td>
</tr>
<tr>
<td></td>
<td>Come here.*</td>
<td></td>
<td>lack of understanding</td>
</tr>
</tbody>
</table>

*Students to respond only.
LITERACY: TIME/WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of analog and digital clocks, ask and answer questions about time

Key 2. Ask and answer questions about the day and the date.

3. Read and write the day and date in long form.

4. Given visuals of different times of day, identify them.

Competencies

A
A
B
B
A

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 41-53.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express/inquire about time</td>
<td>What time is it?</td>
<td>Wh-questions: what time</td>
<td>Clocks</td>
</tr>
<tr>
<td></td>
<td>It's 3:00 o'clock.</td>
<td>It (subject)</td>
<td>Numbers</td>
</tr>
<tr>
<td></td>
<td>It's ten-thirty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>What day is today?</td>
<td>Wh-question: what</td>
<td>Days, months</td>
</tr>
<tr>
<td></td>
<td>What's today?</td>
<td></td>
<td>Numbers</td>
</tr>
<tr>
<td></td>
<td>It's Monday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's the date?</td>
<td></td>
<td>Morning, afternoon, night</td>
</tr>
<tr>
<td>Identify meaning of signs/symbols</td>
<td>3:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30 A.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greet/take leave</td>
<td>Good morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good afternoon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good night.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LITERACY: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given coins and bills, identify them by name and value.

Key 2. Given cash and price tags for amounts under $10.00, produce the correct amounts.

3. Make change for a dollar.

4. Given oral requests, produce amounts under $10.00.

Competencies

A New Start: Literacy Workbook 1, pp. 29-40.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify objects</td>
<td>What's this?</td>
<td>Be: simple present</td>
<td>Coins, bills</td>
</tr>
<tr>
<td></td>
<td>It's a dime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's a dollar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report descriptive information about price</td>
<td>How much is a dime?</td>
<td>Yes/no questions Short answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's 10 cents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is this $1.25?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, it isn't.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How much is it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's $8.50.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Here's $8.50.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express needs</td>
<td>I need change.</td>
<td>Verbs: simple present</td>
<td>Price tags</td>
</tr>
<tr>
<td></td>
<td>I need 4 quarters.</td>
<td></td>
<td>$, ¢</td>
</tr>
<tr>
<td></td>
<td>You need $2.00.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for clarification</td>
<td>Repeat, please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How much?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LITERACY: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Verify destination before boarding a bus.

Key 2. Given a local destination, ask what the fare is.

3. Identify common means of transportation.

4. Identify common traffic signs.

Competencies

A

A

A

D

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 77-84, 112-116.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
</table>
| Ask/answer requests for information | How do you come to school?*  
By bus.  
I come by bus.  
I walk.  
(Do you go to) Columbia Pike?  
(Do you stop at) Ballston?  
How much?  
It's 80 cents. | Verbs: simple present | Means of transportation  
Rising intonation |
| Identify signs/symbols           | Stop.  
Don't walk.  
Go. | Imperative | Traffic signs |

*Students to respond only.*
LITERACY: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of clothing, identify them.

Key 2. Given visuals of clothing, ask and answer questions about the color of items.

3. Express clothing likes and dislikes.

Competencies

A

A

D

Suggested Resources


Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th><strong>FUNCTION</strong></th>
<th><strong>EXAMPLE</strong></th>
<th><strong>STRUCTURE</strong></th>
<th><strong>RELATED ITEMS</strong></th>
</tr>
</thead>
</table>
| Identify objects | What's this?  
It's a shirt.  
What are those?  
They're shoes. | Nouns: singular/plural  
Subject pronouns: it, they | Articles of clothing |
| Report descriptive information about color/size | The shoes are brown.  
My shirt is green.  
This hat is very small. | Be + adjective  
Very + adjective | Colors, sizes |
| Express likes/dislikes | (Do you like blue?)  
I don't like blue.  
No, I don't.  
I like yellow. | Verbs: simple present  
Yes/no questions  
Short answers | |
LITERACY: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of common foods, identify them.

2. Given visuals of food, categorize items as meat, fruit, or vegetable.

3. State daily eating habits.

Competencies

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 69-76.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify objects</td>
<td>Pork is meat.</td>
<td>Be: simple present</td>
<td>Food items</td>
</tr>
<tr>
<td></td>
<td>Apples are fruit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is an orange.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express needs/wants</td>
<td>I need onions.</td>
<td>Verbs: simple present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want a banana.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He wants chicken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for</td>
<td>What do you eat for</td>
<td>Verbs: simple present</td>
<td>Meals</td>
</tr>
<tr>
<td>information</td>
<td>breakfast?*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I eat ___ for breakfast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you eat ___?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, I do. ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.*
LITERACY: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a visual of the human body, identify major parts.

Key 2. Given visuals of people who are sick, identify the nature of the illnesses.

3. Given visuals of emergency situations, identify the problem or help needed, using a one-word exclamation.

Competencies

A

B

C

Suggested Resources


Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify objects</td>
<td>Show me your ____.*</td>
<td>Imperative</td>
<td>Parts of the body</td>
</tr>
<tr>
<td></td>
<td>Point to your ____.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express/inquire about pain</td>
<td>What's wrong?</td>
<td>Possessive adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My head hurts.</td>
<td>Verbs: simple present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>His arm hurts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Her leg hurts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show me where it hurts.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request assistance</td>
<td>Help!</td>
<td>Imperative</td>
<td>Emergency situations</td>
</tr>
<tr>
<td></td>
<td>Doctor!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fire!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Robber!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.*
A-I STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL II)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

<table>
<thead>
<tr>
<th>General Language Ability</th>
<th>Listening Comprehension</th>
<th>Oral Communication</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions in a very limited way in situations related to immediate needs.</td>
<td>Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.</td>
<td>Expresses a limited number of immediate survival needs using very simple learned phrases.</td>
<td>Recognizes letters of the alphabet, numbers 1-100, and a few very common sight words (e.g., name, address, stop).</td>
<td>Writes letters of the alphabet, numbers 1-100, very basic personal information on simplified forms; needs assistance.</td>
</tr>
<tr>
<td>Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.</td>
<td></td>
<td>Asks and responds to very simple learned questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.</td>
<td></td>
<td>Some control of very basic grammar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACHIEVEMENT PLAN A-I
TIME BLOCK I

**Key:**
- Verbal Skills
  - 0 = needs improvement
  - 1 = communicative
  - 2 = communicative + accurate
- Nonverbal Skills
  - 0 = needs improvement
  - ✅ = satisfactory

### PERSONAL IDENTIFICATION

1. Answer questions: self
2. Complete data forms
3. Differentiate/spell names
4. Greet and take leave

### HOUSING/CLASSROOM

- *1. Respond to commands*
- 2. Identify rooms/furniture
**ACHIEVEMENT PLAN**

**TIME BLOCK II**

<table>
<thead>
<tr>
<th>Key</th>
<th>Verbal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>needs improvement</td>
</tr>
<tr>
<td>1</td>
<td>communicative</td>
</tr>
<tr>
<td>2</td>
<td>communicative + accurate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>√</td>
</tr>
</tbody>
</table>

**TIME/WEATHER**

1. Ask/answer questions: time

2. Read/write date and birthdate

3. Ask/answer questions: day/date

**MONEY/BANKING**

*1. Produce requested amounts

2. Read price tags

**CLOTHING/CONSUMERISM**

1. Ask/answer questions: clothes/prices

2. Suggest clothing for weather
ACHIEVEMENT PLAN  A-1  
TIME BLOCK  III

<table>
<thead>
<tr>
<th>Key: Verbal Skills</th>
<th>0 = needs improvement</th>
<th>1 = communicative</th>
<th>2 = communicative + accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Nonverbal Skills</td>
<td>0 = needs improvement</td>
<td>✓ = satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

**HEALTH**

1. Identify body parts
2. Identify illnesses
3. Read appointment cards

**TRANSPORTATION**

1. Follow one-step directions
2. Ask/answer questions: transportation

**FOOD**

1. Identify/match food items
2. Ask/answer questions: prices
ACHIEVEMENT PLAN A-I
TIME BLOCK IV

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

FINDING A JOB

1. Identify job titles/work places
2. Tell about former occupation

ON THE JOB

*1. Follow one-step instruction
2. Explain work place signs
A-I: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Answer questions about self-identification, including: name, address, telephone number, birthplace, age, marital status, and number of children.

Key 2. Fill out personal data form requesting the above information plus sex, social security number or I-94 number, and signature.

Key 3. Differentiate and spell first, middle, and family names.

Key 4. Give and respond to greetings and partings appropriately.

5. Identify immediate family relationships.

6. Introduce self.

Competencies

- A
- B
- A
- C
- D
- C

Suggested Resources


Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify self/others</td>
<td>What's your name?</td>
<td>Be: present</td>
<td>Use/order of first, middle, family names</td>
</tr>
<tr>
<td></td>
<td>My name is Carlos.</td>
<td>Possessive adjectives: my, your, his, her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's your last name?</td>
<td>Wh-question: what</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's Reyes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's her name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for info</td>
<td>Where do you live?</td>
<td>Be: present</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td>What's your address?</td>
<td>Yes/no questions</td>
<td>Intonation: yes/no vs wh-questions</td>
</tr>
<tr>
<td></td>
<td>Are you married?</td>
<td>Short answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I live in Arlington.</td>
<td>Verbs: simple present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'm 27.</td>
<td>Wh-questions: what, where, how, how many</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have 2 sons and a daughter.</td>
<td>Conjunction: And</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject pronouns</td>
<td></td>
</tr>
<tr>
<td>Greet/take leave</td>
<td>Hello/Good morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you?</td>
<td></td>
<td>Alphabet, spelling</td>
</tr>
<tr>
<td></td>
<td>Good-bye.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for</td>
<td>Excuse me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarification</td>
<td>Repeat, please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please spell that.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, my name is Carlos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-A-R-L-O-S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce self</td>
<td>Hi. I'm Carlos.</td>
<td>BE: present</td>
<td>Personal data forms</td>
</tr>
<tr>
<td></td>
<td>Nice to meet you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct someone to do</td>
<td>Please print.*</td>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td>something*</td>
<td>Please circle.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sign here.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.
A-I: HOUSING/CLASSROOM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. In the classroom, respond to classroom commands.

Key 2. Given a visual or a floor plan of a house, identify rooms and furniture.

3. Ask and answer questions about rooms and the activities associated with those rooms.

Competencies

A

B

B

Suggested Resources

- A New Start: Student's Book, pp. 17, 142.
- Everyday English: Volume I, Housing Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct someone to do something*</td>
<td>Please sit down.*</td>
<td>Imperative</td>
<td>Classroom objects</td>
</tr>
<tr>
<td></td>
<td>Open your books.*</td>
<td></td>
<td>Classroom procedures</td>
</tr>
<tr>
<td></td>
<td>Go to the blackboard.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for clarification</td>
<td>I don't understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speak slowly, please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please repeat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excuse me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify objects</td>
<td>This is the bedroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That's the kitchen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>What do you do in the kitchen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I cook in the kitchen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where to you watch TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the living room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report descriptive information about</td>
<td>The sofa is in the living room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>location</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.
A-I: TIME/WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of analog and digital clocks, ask and answer questions about times on the hour, half hour, and quarter hour.

Key 2. Read and write the date and own birthdate in long and abbreviated forms.

Key 3. Ask and answer questions about the day and the date.

   **Name the days of the week and months of the year.

4. Write time from analog clock visuals and from dictation.

5. Given visuals of weather conditions, describe them.

6. Tell about daily schedule.

Suggested Resources

- A New Start: Student's Book, pp. 13-14, 63-69, 103-112.
- A New Start: Literacy Workbook 2, pp. 20-32, 58-59, 78.
- English for a Changing World: Cue Book 1, Scene 8.

Competencies

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th><strong>LANGUAGE</strong></th>
<th><strong>Example</strong></th>
<th><strong>Structure</strong></th>
<th><strong>Related Items</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function</strong></td>
<td></td>
<td></td>
<td><strong>A-I: TIME/WEATHER</strong></td>
</tr>
</tbody>
</table>
| Express/inquire about time | What time is it?  
It's 10:15.  
What's the date?  
What day is today?  
What was last month? | Be: Present  
Past  
It (subject) | Clocks  
Write dates:  
month/day/year |
| Identify meaning of signs/symbols | 3:00 P.M. | | |
| Report information chronologically related | I get up at 6:00.  
In the morning I eat breakfast.  
I study English. | Verbs: simple present | A.M., P.M.  
Morning, afternoon, night |
| Identify weather conditions | It's hot.  
It's raining. | It (subject)  
Be + adj  
Verbs: present continuous | Daily routine  
Seasons |
A-I: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given oral requests for amounts under $10.00, produce the amounts.
    **Identify coins and bills by name and value.

Key 2. Given price tags, identify the amounts.

3. Given $10.00 and the price of an item, produce the correct change.

4. Present identification card upon request.

Competencies

---

Suggested Resources

- A New Starr: Student's Book, pp. 7-12, 19-20.
- Before Book One, pp. 13-16.

Remember to Address

---Reading and Writing Enabling Skills
---Cross-Cultural Questions
---Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
</table>
| Report descriptive information about quantity/price | How much is a dime?  
It's 10 cents.  
How much is this?  
It's _______.  
I need two cents.  
I need change.  
I need to see some I.D.*  
That's $7.99, please. | Wh-question: how much  
Verbs: simple present | Coins, bills  
Price tags  
$, c, $5.25  
Addition/ subtraction |

*Students to respond only.
A-I: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of clothing and their price tags, ask and answer questions about the items and their prices.

**Identify articles of clothing and colors.

Key 2. Given visuals of different weather conditions, suggest the appropriate clothing to wear.

3. Describe what a classmate is wearing, including colors.

4. Express clothing likes and dislikes.

Competencies

A, C

B

A

D

Suggested Resources

- English for a Changing World: Cue Book 1, Scene 6.
- Everyday English: Volume I, Clothing Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
</table>
| Identify objects                        | Is this your coat?  
Yes, it is.  
Are those Minh's shoes? | Be: present  
Demostrative pronouns  
Nouns: singular/plural  
Possessive adjectives | Articles of clothing |
| Report descriptive information about    | She's wearing red pants.  
I'm looking for a white hat.  
These shoes are too small. | Verbs: present continuous  
Too + adjective  
Demonstrative adjectives | Colors  
Sizes |
| size/color                              |                                                                         |                                               |                                |
| Express/inquire about needs/wants       | I want a blue shirt.  
I need size 8.  
My husband needs shoes. | Verbs: simple present |                                |
| Ask/answer requests for information     | How much is the hat?  
What size?  
The gloves are $5.99. | Wh-questions |                                |
| Express likes/dislikes                  | I like this shirt.  
I don't like green. | Verbs: simple present |                                |
| Advise someone to do something          | It's cold. Wear a hat.  
It's raining. Wear a raincoat. | Imperative |                                |
| **A-I: CLOTHING/CONSUMERISM**           |                                                                         |                                               |                                |
A-I: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a visual of the human body, identify major parts.

Key 2. Given visuals of people who are sick, identify the nature of illnesses.

Key 3. Read time and dates on medical appointment cards.

4. Given visuals of emergency situations, state problem, and give name, address, and telephone number.

5. Given visuals of people who are sick and some common medicines/remedies, match medicines/remedies to health problems.

Suggested Resources
- A New Start: Student's Book, pp. 27, 87-89.
- Everyday English: Volume I, Health Unit.

Remember to Address
--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Example</strong></th>
<th><strong>Structure</strong></th>
<th><strong>Related Items</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Express/inquire about pain</strong></td>
<td>What's wrong? What's the matter? My ________ hurts. She has a headache.</td>
<td>Verbs: simple present Possessive adjectives</td>
<td>Parts of the body Common illnesses</td>
</tr>
<tr>
<td><strong>Express sympathy</strong></td>
<td>That's too bad Sorry to hear that.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Request assistance</strong></td>
<td>Help! Fire! Accident! Robber!</td>
<td>Imperative</td>
<td>Emergency situations</td>
</tr>
<tr>
<td><strong>Express/inquire about time</strong></td>
<td>My appointment is at 8:30. I go to the doctor on March 15.</td>
<td>Prepositions of time: at, on</td>
<td>Appointment cards Emergency situations</td>
</tr>
<tr>
<td><strong>Advise someone to do something</strong></td>
<td>Take two aspirin. Buy cough medicine. Go to bed.</td>
<td>Imperative</td>
<td>Medicines Remedies Emergency situations</td>
</tr>
<tr>
<td><strong>Identify self</strong></td>
<td>My name is ___________. My telephone number is ____.</td>
<td>Be: present</td>
<td></td>
</tr>
<tr>
<td><strong>Report descriptive information about location</strong></td>
<td>My address is __________.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-I: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Follow one-step directions.
   **Indicate left and right.

Key 2. Ask and answer questions about transportation used to go to school
   **Identify local means of transportation.

3. State destination and ask for a bus transfer.

4. Respond to bus driver requests.

5. Identify common traffic signs.

Competencies

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 60-61.
- English for a Changing World: Cue Book 1, Scene 1.
- Everyday English: Volume I, Transportation Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report descriptive information about location/direction</td>
<td>I'm going to Ballston. The bus stop is on the corner.</td>
<td>Prepositions of place: to, on</td>
<td>-</td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>How do you come to school?</td>
<td>Wh-questions</td>
<td>Means of transportation</td>
</tr>
<tr>
<td></td>
<td>By bus.</td>
<td>Adverbials of means: by + transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td>Preposition of place: to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To the supermarket.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are you walking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct someone to do something</td>
<td>Turn right/left.*</td>
<td>Imperative</td>
<td>Bus driver requests</td>
</tr>
<tr>
<td></td>
<td>Go straight.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move to the back, please.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show me your transfer.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express needs/wants</td>
<td>I need a transfer.</td>
<td>Verbs: simple present</td>
<td>Traffic signs</td>
</tr>
<tr>
<td></td>
<td>Transfer, please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want to go to Ballston.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify meaning of signs/symbols</td>
<td>Don't walk.</td>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>O.K. Go.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.*
A-IT: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of food, identify items orally and by matching the written word with the correct visual.

Key 2. Given a simplified food ad with pictures, ask and answer questions about the prices of items.

**Identify containers and quantities.

3. Given visuals of food, categorize items as meat, dairy, fruit, or vegetable.

Competencies

A

B,C

D

Suggested Resources

- A New Start: Student's Book, pp. 4, 21, 36-42.
- English for a Changing World: Cue Book 1, Charts 8, 9.
- Everyday English: Volume I, Food Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify objects</td>
<td>This is a bag of apples. Those are pears. Milk is a dairy product.</td>
<td>Nouns: singular/plural, count/noncount</td>
<td>Food items, Containers</td>
</tr>
<tr>
<td>Express/inquire about likes/dislikes</td>
<td>Do you like chicken? I like green apples.</td>
<td>Verbs: simple present, Yes/no questions, Short answers</td>
<td></td>
</tr>
<tr>
<td>Express/inquire about needs/wants</td>
<td>Do you need any rice? Yes, I need some rice. Do you want any milk? No,</td>
<td>Indefinite adjectives: some/any, Yes/no questions</td>
<td>Containers, quantities</td>
</tr>
<tr>
<td>Report descriptive information about quantity/prices</td>
<td>How much is a bag of onions? It's 75¢. How much are apples? They're $0.59 a pound.</td>
<td>Wh-question: how much?</td>
<td></td>
</tr>
<tr>
<td>Identify the meaning of signs/symbols</td>
<td>$0.39/pound. 39¢/lb.</td>
<td></td>
<td>Abbreviations for measures, Food ads</td>
</tr>
</tbody>
</table>
A-I: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

Key 1. Given visuals of people working at local entry-level jobs, identify the job titles and places of work. A, B

Key 2. State own occupation in native country and length of employment. A

3. Identify job tasks and express likes and dislikes related to those tasks. A, B

4. Given a simplified job application form, fill in name, address, telephone number, former occupation, and length of employment. C

Suggested Resources

- A New Start: Student's Book, p. 70.
- A New Start: Literacy Workbook 2, p. 42.
- English for a Changing World: Cue Book 1, Charts 2, 4.
- Everyday English: Volume I, Employment Unit

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer requests</td>
<td><strong>What is she?</strong>&lt;br&gt;She's a housekeeper.&lt;br&gt;Where does she work?</td>
<td><strong>Wh-questions</strong>&lt;br&gt;<strong>Be:</strong> present, past</td>
<td>Occupations&lt;br&gt;Work places</td>
</tr>
<tr>
<td>for information</td>
<td><strong>In a hotel.</strong>&lt;br&gt;What did you do in Cambodia?</td>
<td><strong>Verbs:</strong> simple present and &lt;br&gt;<strong>simple past</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>I was a farmer.</strong>&lt;br&gt;<strong>I was a mechanic for 7 years.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express likes and dislikes</td>
<td><strong>I like to sew.</strong>&lt;br&gt;<strong>I like to work outside.</strong>&lt;br&gt;<strong>I don't like to wash dishes.</strong></td>
<td><strong>Like to + verb</strong></td>
<td>Working conditions/&lt;br&gt;duties</td>
</tr>
</tbody>
</table>
Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a work situation, follow a one-step instruction to complete a task.

Key 2. Given simple workplace signs, explain their meanings.

3. Sign name on work documents.

4. Answer simple questions about completion of a work task.

Suggested Resources
- A New Start: Student's Book, pp. 139-140.
- A New Start: Literacy Workbook 2, pp. 96-97, 104.
- The Work Series, Work Rules.
- Speaking Up at Work, p. 23 (visual).

Remember to Address
--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify meaning of signs/symbols</td>
<td>&quot;Exit&quot; means &quot;Go out here.&quot; That means danger.</td>
<td>X means y</td>
<td>Workplace signs</td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>Are you finished?</td>
<td>Yes/no questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, not yet.</td>
<td>Short answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'm finished.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for clarification</td>
<td>Repeat, please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don't understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct someone to do something*</td>
<td>Put the box on the desk.*</td>
<td>Imperative</td>
<td>Work tasks</td>
</tr>
<tr>
<td></td>
<td>Wash the dishes.*</td>
<td></td>
<td>Work documents</td>
</tr>
<tr>
<td></td>
<td>Put the forks and knives on the table.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sign here.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.
A-II STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL III)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

<table>
<thead>
<tr>
<th>General Language Ability</th>
<th>Listening Comprehension</th>
<th>Oral Communication</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions with some difficulty in situations related to immediate needs.</td>
<td>Understands simple learned phrases, spoken slowly with frequent repetitions.</td>
<td>Expresses immediate survival needs using simple learned phrases.</td>
<td>Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.</td>
<td>Writes a limited number of very common words, and basic personal information on simplified forms, needs assistance.</td>
</tr>
</tbody>
</table>

Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.

A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
<table>
<thead>
<tr>
<th>PERSONAL IDENTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask/answer questions: self</td>
</tr>
<tr>
<td>2. Complete data form</td>
</tr>
<tr>
<td>3. Introduce self/others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME/WEATHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell time</td>
</tr>
<tr>
<td>2. Read appointment cards</td>
</tr>
<tr>
<td>3. Ask/answer questions: routines</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

**ACHIEVEMENT PLAN A-II**

**TIME BLOCK II**

**Key:**
- **Verbal Skills**
  - 0 = needs improvement
  - 1 = communicative
  - 2 = communicative + accurate
- **Nonverbal Skills**
  - 0 = needs improvement
  - ✔ = satisfactory

**MONEY/BANKING**

1. Produce correct change
2. Indicate incorrect change

**CLOTHING/CONSUMERISM**

1. Describe lost child/robber
2. Ask where items are located

**TRANSPORTATION**

1. Give two-step directions
2. Ask for bus information
ACHIEVEMENT PLAN A-II
TIME BLOCK III

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate

Nonverbal Skills
0 = needs improvement
✓ = satisfactory

HOUSING
1. Identify rooms/furniture
2. Ask someone to perform chores

FOOD
1. Identify foods correctly/writing
2. Determine less expensive store

HEALTH
1. Identify illnesses/injuries
2. Suggest treatment
3. Respond to instructions
ACHIEVEMENT PLAN A-II
TIME BLOCK IV

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

COMMUNITY SERVICES
1. Purchase stamps
2. Address an envelope

FINDING A JOB
1. Ask/answer questions: job titles, places, tasks, tools
2. Complete simplified application

ON THE JOB
1. Follow two-step instructions
2. Explain safety signs
3. Ask/answer questions: work schedules
A-II: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Ask and answer questions about self-identification, including: name, address, telephone and social security numbers, birthdate and place, age, marital status, height, weight, hair/eye color, number of children, and previous education and occupation.

**Differentiate and spell first, middle, and family names.

Key 2. Fill out a personal data form requesting the above information, plus sex and signature.

Key 3. Introduce self and family members using appropriate forms of address and introduction.

**Identify family relationships.

4. Give and respond to greetings and partings.

Suggested Resources
- Lifeskills 1, pp. 7-10, 12, 37-40.
- Impact 1, Lessons 1, 2.
- Before Book One, pp. 4-9.
- Lifelines 1, Lessons 1-4.

Competencies
- A, D

Remember to Address
- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
</table>
| Identify self/others           | What's your name?  
It's Hai Nguyen.  
Who's he?  
He's Abdul.  
That's Ms. Martin. | Be: present  
Demonstrative pronouns  
Subject pronouns | Use/order of names  
and titles |
| Introduce self/others          | My name is Luis.  
This is my sister, Yolanda.  
I'd like you to meet my wife.  
I'm glad to meet you. | Would like | Family members |
| Greet/take leave               | Hello. How are you?  
See you later. | | |
| Ask/answer requests for info    | Where are you from?  
What's your address?  
How old are you?  
I live in Arlington.  
My telephone number is  
536-1720.  
Are you married or single?  
Do you have children? | Verbs: simple present  
Be: present  
Wh-questions  
Yes/no questions  
Subject pronouns | Personal data forms  
Intonation  
Yes/no vs  
wh-questions |

A-II: PERSONAL IDENTIFICATION
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given analog and digital clocks, ask and answer questions about times displayed to the minute.

Key 2. Read the time and abbreviated day and date on appointment cards.
**Read and write dates in long and abbreviated forms.

Key 3. Given a work schedule that varies from day to day, ask and answer questions about the worker's routine at various times of each day.

4. Ask and answer questions about weather conditions.

Competencies

Suggested Resources

- Impact 1, pp. 111-112.
- A New Start: Student's Book, pp. 87-88.
- Before Book One, pp. 17-23.
- English for a Changing World: Cue Book 1, Scene 8.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express/inquire about time</td>
<td>What time is it?</td>
<td>Verbs: simple present, simple past</td>
<td>Clocks</td>
</tr>
<tr>
<td></td>
<td>It's 12:35.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What time did you get up?</td>
<td></td>
<td>Appointment cards</td>
</tr>
<tr>
<td></td>
<td>At 8:00.</td>
<td></td>
<td>Ordinal numbers</td>
</tr>
<tr>
<td>Expand abbreviated messages</td>
<td>My appointment is on Monday, September 16, at 1:30.</td>
<td>Preposition of time: in, on</td>
<td></td>
</tr>
<tr>
<td>Identify weather conditions</td>
<td>It's hot and humid.</td>
<td>Conjunction: and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's sunny and cool.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report information chronologically related</td>
<td>What does she do at 1:00 on Friday?</td>
<td>Adverbials: sequence markers</td>
<td>Work schedule</td>
</tr>
<tr>
<td></td>
<td>What does she do next?</td>
<td></td>
<td>Daily routine</td>
</tr>
<tr>
<td></td>
<td>What do you do before lunch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She dusts the furniture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Then she makes the beds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given $10.00 and the price of an item, produce the correct change.

Key 2. Given incorrect change, politely indicate that there has been an error.

3. Given dictated amounts below $100.00, write the amounts in numerical form.

4. Cash a check.

Suggested Resources
- Lifeskills 1, p. 15.
- Impact 1, pp. 127-128.
- Lifelines 1, Lesson 5.
- A New Start: Student's Book, pp. 48, 50.

Competencies

B
A, B
C
C

Remember to Address
- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>A-II: MONEY/BANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express a logical conclusion</td>
<td>I think you made a mistake.</td>
<td>Verbs: simple past</td>
<td>Related Items</td>
</tr>
<tr>
<td>Express needs/wants</td>
<td>Excuse me, I need more change.</td>
<td>Verbs: simple present</td>
<td>Addition/</td>
</tr>
<tr>
<td></td>
<td>I need 50 cents more.</td>
<td></td>
<td>subtraction</td>
</tr>
<tr>
<td></td>
<td>I want to cash this check.</td>
<td></td>
<td>Correcting error</td>
</tr>
<tr>
<td>Ask/answer requests for</td>
<td>How much is it?</td>
<td>Be: present</td>
<td>Polite language</td>
</tr>
<tr>
<td>information</td>
<td>How much does it cost?</td>
<td>Verbs: simple present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It costs $8.37.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for</td>
<td>Excuse me, how much?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarification</td>
<td>$9.05.</td>
<td></td>
<td>Rising intonation</td>
</tr>
</tbody>
</table>


A-II: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

Key 1. Describe what a lost child or robber was wearing.

Key 2. In a store simulation, ask where items are located.
   **Locate department on store directory.

3. Given simplified clothing care labels, ask and answer questions about the care instructions on the labels.

4. In a store simulation, present a receipt to return or exchange an article of clothing.

Suggested Resources
- Lifeskills 1, pp. 14-24, 29, 41.
- Side by Side: One, pp. 42-49.
- A New Start: Student's Book, pp. 118-119.
- GrammarWork 1, p. 25.
- Lifelines 1, Lessons 11, 12.

Remember to Address
- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Report descriptive information about color and size</td>
<td>She is (was) wearing a red plaid coat.</td>
<td>Adjective + noun</td>
<td>Articles of clothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What was he wearing?</td>
<td>Verbs: past tense</td>
<td>Colors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>These pants are too big.</td>
<td>Possessive ('s)</td>
<td>Patterns</td>
</tr>
<tr>
<td></td>
<td>Request assistance</td>
<td>May I help you?</td>
<td>Modals: can, may</td>
<td>Polite language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I'm looking for children's shoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excuse me, can you help me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express wants/needs</td>
<td>I'd like to return this.</td>
<td>Verbs: present tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I want a refund.</td>
<td>Would like to</td>
<td>Store departments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I need a bigger one.</td>
<td>Comparatives</td>
<td>Care instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She wants a red one.</td>
<td></td>
<td>Ordinal numbers</td>
</tr>
<tr>
<td></td>
<td>Ask/answer requests for information</td>
<td>Where are men's shoes?</td>
<td>Wh-questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does it need ironing?</td>
<td>Verbs: present tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes, it does.</td>
<td>Yes/no questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can you wash it?</td>
<td>Short answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report descriptive information about location</td>
<td>They're on the second floor.</td>
<td>Prepositions of place</td>
<td>Store departments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They're in the children's department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express information causally related</td>
<td>I want a refund.</td>
<td>Because + clause</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>My husband doesn't like them.</td>
<td>Object pronouns: it, them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I want a refund because it's too small.</td>
<td>Very, too, enough</td>
<td></td>
</tr>
</tbody>
</table>
A-II: TRANSPORTATION
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Comptencies

Key 1. Using a simplified map, give two-step directions from one familiar place to another, as specified by the teacher.

**Given a simplified local map, identify the vicinity of home, work, and school.

Key 2. Given a local destination, ask questions to determine which bus to take and its departure time.

3. Given visuals of common traffic signs, explain their meanings.

4. Given a simplified bus schedule, ask and answer questions about arrival and departure times.

Suggested Resources
- Lifeskills 1, pp. 26, 30-32, 82-83.
- Side by Side: One, pp. 36-37, 144-145.
- Impact 1, Lesson 5.
- Lifelines 1, Lessons 8, 15.

Remember to Address
--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask/answer requests for information</td>
<td>How do I get downtown? Does this bus go downtown? Which bus goes downtown? The 23 goes downtown.</td>
<td>Verbs: simple present</td>
<td>Bus schedules</td>
</tr>
<tr>
<td>Express/inquire about time</td>
<td>When does the 23 leave? When does the bus arrive at Ballston? It arrives at 3:15.</td>
<td>Verbs: simple present</td>
<td>Bus schedules</td>
</tr>
<tr>
<td>Report information chronologically related</td>
<td>The bus leaves at 7:15 and arrives at 7:43.</td>
<td>Conjunction: and</td>
<td>Bus schedules</td>
</tr>
<tr>
<td>Instruct someone to do something</td>
<td>Walk two blocks and turn right. Go straight and then turn left on Seventh Street.</td>
<td>Imperative</td>
<td>Map</td>
</tr>
<tr>
<td>Identify meaning of signs/symbols</td>
<td>It means &quot;Don't Walk.&quot; You can't turn here.</td>
<td>Modal: can/cannot</td>
<td>Traffic signs</td>
</tr>
<tr>
<td>Give warnings</td>
<td>Wait. It says don't walk. Stop! A car is coming. Be careful. Children are crossing. Don't turn. It's one way.</td>
<td>Imperatives Verbs: present continuous</td>
<td>Traffic signs</td>
</tr>
</tbody>
</table>
A-II: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a visual of a floor plan of a house, identify the rooms and furniture/fixtures.

Key 2. Given a visual of common chores inside and outside the house, ask someone to perform the chores depicted.

3. Describe own residence, including type of housing, number of rooms, and location.

4. Given a visual of a house in disrepair, identify problems.

Competencies

B

D

C

E

Suggested Resources

- Lifeskills 1, pp. 58-60, 64, 66.
- Impact 1, Lesson 3.
- Side by Side: One, pp. 6-20, 39-40.
- Lifelines 1, Lessons 13, 14.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report descriptive information about location</td>
<td>There is a sofa in the living room. There are two pictures on the wall. I live in South Arlington.</td>
<td>There is/are Prepositions of place: in, on, under, above, next to, between</td>
<td>Rooms of a house Furniture Types of housing</td>
</tr>
<tr>
<td>Report descriptive information about condition</td>
<td>The building is old. My lock is broken. The sink is dripping.</td>
<td>Be + adjective</td>
<td>Maintenance problems</td>
</tr>
<tr>
<td>Ask someone to do something</td>
<td>Please sweep the floor. Would you please cut the grass?</td>
<td>Imperatives Modal: would</td>
<td>Household chores Polite requests</td>
</tr>
</tbody>
</table>
A-II: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of food, identify items orally and in writing.

Key 2. Given the price labels of the same food items from two local supermarkets, ask and answer questions about the items and their prices in order to determine which store is the better place to shop.

3. Categorize food items as meat, produce, dairy product, frozen food.

4. Ask and answer questions about daily eating habits.

5. Given a specified amount of money and a menu, order a meal from a fast food restaurant.

Competencies

<table>
<thead>
<tr>
<th>Key</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key 1</td>
<td>A</td>
</tr>
<tr>
<td>Key 2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>G</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
</tr>
</tbody>
</table>

Suggested Resources

- Lifeskills 1, pp. 42-54.
- Impact 1, Lesson 7.
- Impact 2, Lesson 2.
- A Conversation Book: One, pp. 80-82.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express/inquire about likes/dislikes</td>
<td>What vegetables do you like?</td>
<td>Conjunction: <em>but</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I like chicken, but I don't like pork.</td>
<td><em>Too</em></td>
<td></td>
</tr>
<tr>
<td>Report information chronologically related</td>
<td>What are you going to eat for lunch?</td>
<td>Verbs: simple present, past tense, going to future</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What did you eat yesterday?</td>
<td>Adverbs of frequency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yesterday, I ate ___________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When do you usually eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express/inquire about wants/needs/intentions</td>
<td>I'm going shopping. Do you need anything?</td>
<td>Verbs: present tense</td>
<td>Quantities</td>
</tr>
<tr>
<td></td>
<td>I need some rice.</td>
<td>Yes/no questions</td>
<td>Containers</td>
</tr>
<tr>
<td></td>
<td>I want two dozen eggs.</td>
<td>Indefinite adjectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are you ready to order?</td>
<td><em>some, any</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want a cheeseburger.</td>
<td>Count/noncount nouns</td>
<td></td>
</tr>
<tr>
<td>Report descriptive information about quantity/price</td>
<td>How much do apples cost at Safeway?</td>
<td>Wh-questions: how much/many</td>
<td>Food labels</td>
</tr>
<tr>
<td></td>
<td>They are $0.59 a pound.</td>
<td>Count/noncount nouns</td>
<td>Quantities</td>
</tr>
<tr>
<td></td>
<td>I need two pounds.</td>
<td></td>
<td>Containers</td>
</tr>
<tr>
<td>Express a logical conclusion</td>
<td>I'm going to shop at ___________.</td>
<td>Verbs: going to future</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's cheaper.</td>
<td>Comparatives</td>
<td>Food labels</td>
</tr>
<tr>
<td></td>
<td>I'm not going to shop at ___________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apples are cheaper at ___________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify meaning of signs/symbols</td>
<td>$1.51/gal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 lb/$1.00.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of people who are sick or injured, identify illnesses or injuries.

**Identify parts of the body.**

Key 2. Given pictures of people who need minor medical care, suggest action or medicine to be taken.

Key 3. Respond physically to common instructions from doctor/nurse.

4. Given an emergency situation, call the appropriate agency for assistance and give the nature of the emergency, name, address, and telephone number.

5. Make a medical appointment giving name, telephone number, and nature of the problem.

Competencies

A
B
C
D
E

Suggested Resources

- Lifeskills 1, pp. 87-94.
- Impact 1, Lesson 9.
- Lifelines 1, Lessons 17, 18.
- Side by Side: One, pp. 88-91, 177-178.
- A Conversation Book: One, pp. 140-141.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express/inquire about pain</td>
<td>What's wrong?</td>
<td>Verb: simple present</td>
<td>Illnesses</td>
</tr>
<tr>
<td></td>
<td>What's the matter?</td>
<td>Wh-questions</td>
<td>Parts of the body</td>
</tr>
<tr>
<td></td>
<td>He can't sleep.</td>
<td></td>
<td>Symptoms</td>
</tr>
<tr>
<td></td>
<td>She has the flu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have trouble walking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct someone to do something*</td>
<td>Inhale/exhale.*</td>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open your mouth and say &quot;ah.&quot;*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advise someone to do something</td>
<td>You should see a doctor.</td>
<td>Modal: should</td>
<td>Medicine bottle labels</td>
</tr>
<tr>
<td></td>
<td>You should give him cough medicine.</td>
<td></td>
<td>Remedies</td>
</tr>
<tr>
<td></td>
<td>Drink some hot tea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express needs/wants</td>
<td>I need a checkup.</td>
<td>Want to + verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want to make an appointment.</td>
<td>Would like to + verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'd like to make an appointment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report information causally related</td>
<td>I have a headache because I'm hungry.</td>
<td>Because + clause</td>
<td>Emergency situations</td>
</tr>
<tr>
<td></td>
<td>He can't walk because his foot hurts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest a course of action</td>
<td>Don't move him.</td>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call an ambulance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call the fire department.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students to respond only.
A-II: COMMUNITY SERVICES
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given letters to be sent within the United States and overseas, purchase the needed postage.

Key 2. Given a blank envelope, address it correctly to be mailed in the U. S.

3. Identify the correct slots for different types of mail.

4. Identify postal items.

Competencies

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

Suggested Resources
- A New Start: Student's Book, p. 61.
- A New Start: Literacy Workbook 2, pp. 17-19.
- Lifelines 1, Lesson 16.
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify objects</td>
<td>What is he doing?</td>
<td>Verbs: present continuous</td>
<td>Postal items</td>
</tr>
<tr>
<td></td>
<td>He is mailing a letter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He is sending a package to his sister.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That's for local mail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express/inquire about needs/wants</td>
<td>I need some postcards.</td>
<td>Indefinite adjectives: some/any</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How many stamps do you need?</td>
<td>Wh-questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don't need any stamps, but I need an aerogram.</td>
<td>Conjunction: but</td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>How much does it cost to mail a postcard?</td>
<td>Wh-questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's 13¢.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How much is an airmail letter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where can I mail this letter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's the zip code?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's your address?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-II: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of various occupations, ask and answer questions about job titles, places of work, tasks, and tools. 

Key 2. Given a simplified job application form, fill in personal data, education, and experience.

3. Given an alphabetical list of job titles, locate jobs specified by the teacher.

4. Ask and answer questions about work preferences.

Competencies

A

C

D

B

Suggested Resources

- Lifeskills 1, pp. 56-57.
- English That Works 1, Units 1, 2.

Remember to Addre-s

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask/answer requests</strong></td>
<td>What is he?</td>
<td>Wh-questions</td>
<td>Occupations, tools</td>
</tr>
<tr>
<td></td>
<td>Where does a mechanic work?</td>
<td>Verbs: past tense</td>
<td>Work places</td>
</tr>
<tr>
<td></td>
<td>He works in a garage.</td>
<td></td>
<td>Simplified job application form</td>
</tr>
<tr>
<td></td>
<td>What does he do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He changes tires and pumps gas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What work experience do you have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How long did you work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What did you do in your country?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How many years did you go to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Express/inquire about likes/dislikes</strong></td>
<td>Do you like to work outside?</td>
<td>Like to + verb</td>
<td>Working conditions</td>
</tr>
<tr>
<td></td>
<td>Do you like to work outside or inside?</td>
<td>Conjunction: or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I like to work alone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don't like to work at night.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Express needs/want:/intentions</strong></td>
<td>I want to be a mechanic.</td>
<td>Verb to + verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want to work in an office.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I plan to find a job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don't have a car. I need to work near a bus stop.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the page below.

Key 1. Given a work situation, follow two-step instructions to complete a task. **Ask for clarification of unclear instructions.

Key 2. Given work place safety signs, explain what should/should not be done.

Key 3. Given a work schedule, ask and answer simple questions about work hours and duties.
   4. Apologize and give a reason for lateness.
   5. Inquire about the location of people, facilities, and equipment at the job site.

Suggested Resources
- Speaking Up at Work, Unit 1, Section 3.
- Speaking Up at Work, Unit 2, Section 2.
- The Work Series, Getting to Work.
- The Work Series, Work Rules.

Competencies

A

B

B,C

E

C

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report information chronologically related</td>
<td>What does he do on Monday? Who washes the dishes in the morning? When do you work at night? I work Monday, Tuesday, and Wednesday nights. She has Friday and Saturday off.</td>
<td>Wh-questions</td>
<td>Work schedules</td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>Where is the supply closet? Where can I find more soap?</td>
<td>Modal: can</td>
<td>Equipment/personnel</td>
</tr>
<tr>
<td>Ask/answer requests for clarification</td>
<td>Excuse me. What did you say? I don't understand. What should I do?</td>
<td>Wh-questions</td>
<td>Rising intonation</td>
</tr>
<tr>
<td>Identify meaning of signs/symbols</td>
<td>We must wash our hands. We must enter there. We can't smoke in here.</td>
<td>Modals: must, cannot, have to x means y</td>
<td>Workplace signs</td>
</tr>
<tr>
<td>Apologize</td>
<td>I'm sorry I'm late. The bus was late. My car broke down.</td>
<td>Be: past tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbs: simple past</td>
<td></td>
</tr>
</tbody>
</table>
**A-III STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL IV)**

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating a student's use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

<table>
<thead>
<tr>
<th>General Language Ability</th>
<th>Listening Comprehension</th>
<th>Oral Communication</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can satisfy basic survival needs and a few very routine social demands.</td>
<td>Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.</td>
<td>Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases.</td>
<td>Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.</td>
<td>Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.</td>
</tr>
<tr>
<td>Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A native English speaker used to dealing with limited English speakers will have difficulty communication with a person at this level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaks with hesitation and frequent pauses. Some control of basic grammar.
# Achievement Plan

**Name**

**Teacher**

**Level** A-III

Check means student can do the task.

**Language Skills:**
- 1 Needs improvement
- 2 Satisfactory
- 3 Good

## Time Block: I

### Personal Identification

1. **Ask/answer questions:** Self
2. **Complete form**

### Telephone/Communication

1. **Take/leave messages**
2. **Find phone numbers**

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Absences: ______

Comments:

**Signature:**

**Date:**

## Time Block: II

### Food

1. **Compare prices**
2. **Find food in supermarket**
3. **Read labels**

### Health

1. **Make appointment**
2. **Read labels**
3. **Make emergency calls**

### Money/Banking

1. **Write checks**
2. **Explain different accounts**
3. **Request correct change**

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Absences: ______

Comments:

**Signature:**

**Date:**

---

102
### ACHIEVEMENT PLAN

**Name** __________________________ **Teacher** __________________________ **Level** A-III

Check means student can do the task.

**Language Skills:**
- 1 Needs improvement
- 2 Satisfactory
- 3 Good

---

**Time Block: III**

**Finding a Job**

1. Read want ads
2. Interview

**Housing**

1. Read housing ads
2. Call management for repairs

**Clothing/Consumerism**

1. Suggest clothing
2. Find items in store
3. Exchange/return items

**Language Skills**

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Absences: ______
Comments: ______

---

**Time Block: IV**

**Transportation**

1. Give directions
2. Read bus schedules
3. Explain signs

**On the Job**

1. Give/follow instructions
2. Call about lateness/absence

**Community Services**

1. Complete money order
2. Complete change of address card

---

Signature: __________________________ Date: _____________

---

**Absences:** ______
Comments: ______
A-III: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Ask and answer questions about self-identification, including name, address, telephone and social security numbers, birthdate and place, height, weight, hair/eye color, names and ages of children, previous education, and work history.

Key 2. Fill out a personal data form requesting the above information, plus sex and signature.

3. Introduce self and others, using appropriate forms of address and introduction.

Suggested Resources

- English for Adult Competency I, Unit 1.
- A Conversation Book: One, pp. 2-6.
- GrammarWork 1, pp. 1-4, 8-10.

Competencies

A

B

C

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
</table>
| Identify self/others                          | Are you Thuy?  
What's your name?  
I'm Lupe Paz.  
That's Mr. Cooper. | Be: present              | Use/order of names and titles |
| Introduce self/others                         | Thuy, I'd like you to meet  
Pete.  
Pete, this is Thuy.  
Nice to meet you (too). | Would like               | Formal/informal introduction       |
| Ask/answer requests for information           | Where did you work in Ethiopia?  
What did you do?  
I came here one month ago.  
Aren't you from Laos?  
I went to school for 6 years. | Wh-questions  
Negative questions (response only)  
Verbs: simple present, simple past  
Subject pronoun  
Adverbials of time: for, ago | Personal data forms |
| Ask/answer requests for clarification         | Excuse me, what did you say?  
Please repeat that.  
What does _____ mean?  
Did you say _____?  
No. I said _____ | Wh-questions  
Yes/no questions |                                       |
A-III: TELEPHONE/COMMUNICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Using the teletrainer, take and leave simple phone messages.

- **Initiate and end conversations appropriately.**
- **Repeat and write telephone numbers from dictation.**

Key 2. Using the white pages, find residence and business listings as specified by the teacher.

3. Respond appropriately when making or receiving a wrong number call.

4. State reasons a person might call the operator.

5. Using a telephone book, find area codes and long distance rates.

Competencies

- A, B
- C
- D
- E
- C

Suggested Resources

- English for Adult Competency I, p. 20.
- Lifeskills I, pp. 34-35.
- Speaking of Survival, pp. 124-127.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify self/others</td>
<td>Hello. This is _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a request</td>
<td>May I speak to ____? Is ____ there? May I leave a message?</td>
<td>Modal: may</td>
<td></td>
</tr>
<tr>
<td>Ask someone to do something</td>
<td>Please tell him ____ called. Please ask him to call me.</td>
<td>Object pronouns</td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for clarification</td>
<td>Who? 563-1876? Please spell your name.</td>
<td>Modal: must</td>
<td>Wrong number calls</td>
</tr>
<tr>
<td>Express a logical conclusion</td>
<td>I'm sorry. You must have the wrong number. I'm sorry. I must have the wrong number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greet/take leave</td>
<td>Hello _____. This is _____. Thanks for calling. Bye.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give/accept apology</td>
<td>I'm sorry. That's OK.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express/inquire about capability</td>
<td>If you have a bad connection, you can call the operator.</td>
<td>Conditional clauses: present real Modal: can</td>
<td></td>
</tr>
</tbody>
</table>

A-III: TELEPHONE/COMMUNICATION

Example

Example
A-III: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a shopping list of five items and two newspaper food ads, compare the list and ad prices to determine where to shop.

Key 2. Given a diagram of a supermarket and shelves, ask and answer questions about the location of items.

**Categorize items (e.g., meat, produce, dairy, frozen foods).**

Key 3. Given price labels from supermarket shelves or food packages, ask and answer questions about items, including price, weight, and unit price.

4. Write a shopping list of items needed for a specific dinner or recipe.

5. Give simple directions for preparing food.

Suggested Resources
- English for Adult Competency I, Unit 2.
- Impact 2, Lesson 2.
- Side by Side: One, p. 121.
- GrammarWork 1, p. 79.
- Lifelines 1, Lesson 9.
- Notion by Notion, Lesson 11.
- Speaking of Survival, pp. 147-158.

Competencies

- B, C
- D
- C, E
- A, G
- G

Remember to Address
- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express/inquire about needs/wants/intentions</td>
<td>You need a cup of flour and two eggs. I need two heads of lettuce, a half gallon of milk, and some chicken legs. Do you need anything? No, I don't need anything.</td>
<td>Wh-questions, Yes/no questions, Indefinite adjectives, Noun: count, noncount, Articles: a, an, Indefinite pronouns</td>
<td>Quantities/containers, Recipes, Shopping list</td>
</tr>
<tr>
<td>Report descriptive information about location/direction</td>
<td>Where is the dairy section? It's in the back of the store. Rice is in Aisle 3. It's on the top shelf.</td>
<td>Prepositions of place: in, on, next to</td>
<td>Food categories, Supermarket</td>
</tr>
<tr>
<td>Identify signs/symbols</td>
<td>How much are eggs at ____? They're 99¢ a dozen. How much is chicken? It's $.59 a pound.</td>
<td>Wh-questions, Noun: count, noncount</td>
<td>Store ads, Food labels</td>
</tr>
<tr>
<td>Advise someone to do something</td>
<td>You should shop at ____; it's cheaper. Chicken costs less at ____; Buy the larger can. The 40-oz. can is the best buy. It's the cheapest.</td>
<td>Comparatives, Superlatives</td>
<td>Food ads, Unit pricing</td>
</tr>
</tbody>
</table>
A-III: HEALTH
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Call to make a medical appointment, providing name, telephone number, and nature of the problem.

Key 2. Given simplified medicine bottle labels, report the dosages and warnings on them.

Key 3. Given an emergency situation, call the appropriate agency and state the nature of the emergency, name, address, and telephone number.

4. Fill out a simplified medical form.

5. Call school/work to report lateness or absence.

Suggested Resources
- English for Adult Competency I, Unit 3.
- Lifeskills 2, pp. 71-73.
- A Conversation Book: Two, p. 137.
- Side by Side: One, pp. 179-180.

Remember to Address
--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask/answer requests for information</td>
<td>My son is sick.</td>
<td>Wh-questions, Object pronouns</td>
<td>Making appointments, Telephone etiquette</td>
</tr>
<tr>
<td></td>
<td>What's the matter with him?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He has a high fever.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When can the doctor see him?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express/inquire about obligation</td>
<td>You must take one before each meal.</td>
<td>Modals: must, should, have to Wh-questions</td>
<td>Medicine bottle labels</td>
</tr>
<tr>
<td></td>
<td>Do I have to finish this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don't give this to young children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You have to take one teaspoon every four hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How much should I give him?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express fear/worry</td>
<td>I'm worried because my baby won't eat.</td>
<td>Because + clause, Verbs: present perfect Possessive ('s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'm worried about my daughter's fever.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She's been sick for five days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report information causally related</td>
<td>I'll be late because my car broke down.</td>
<td>Verbs: simple past, Because + clause</td>
<td>Telephone etiquette</td>
</tr>
<tr>
<td></td>
<td>I can't come to work because I'm sick.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have a fever.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did you break your arm?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I fell out of a tree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report descriptive information about location</td>
<td>There's been an accident at the corner of ____.</td>
<td>Prepositions of place, There is/has been</td>
<td>Emergency situations</td>
</tr>
<tr>
<td></td>
<td>We need an ambulance at _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There's a fire at _____.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-III: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a bill and a personal check, write the check for the amount due.
**Write amounts in words and numerals.

Key 2. Explain differences between checking and savings accounts.
**Identify common banking terms.

Key 3. When incorrect change is given from $20.00, identify error and request the correct change.

4. Given a paycheck, verify that it is made out correctly and endorse it.

Suggested Resources
- English for Adult Competency I, Unit 8.
- Lifeskills 2, pp. 12-17.
- A New Start! Student's Book, pp. 123-129.
- GrammarWork 1, p. 21.
- Speaking of Survival, pp. 98-112.
- English That Works 1, Unit 5.

Competencies

Remember to Address
--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Example</strong></th>
<th><strong>Structure</strong></th>
<th><strong>Related Items</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask/answer requests</td>
<td>Do you have a checking account?</td>
<td><strong>Conditional clause:</strong>&lt;br&gt;real present&lt;br&gt;Modal: can&lt;br&gt;General &quot;you&quot;</td>
<td>Banking terms&lt;br&gt;Checkwriting</td>
</tr>
<tr>
<td>for information</td>
<td>If you have a savings account, you get interest on your money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If you have a checking account, you don't need to carry cash. You can pay by check.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct an error</td>
<td>Excuse me, I think you've made a mistake.</td>
<td><strong>Modal:</strong> would</td>
<td>Making change&lt;br&gt;Polite language</td>
</tr>
<tr>
<td></td>
<td>Excuse me. You owe me $5.00. Would you mind counting that again?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I gave you a twenty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-III: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given want ads from level texts, ask and answer questions about the jobs advertised.

Key 2. Given a local job opening, interview for that job, answering questions related to skills, experience, and education.

**Discuss appropriate interview behavior.

3. Given a job application form and a specific job to apply for, complete the form.

4. Suggest where to look for jobs.

5. Call for an interview appointment.

Suggested Resources

- English for Adult Competency I, Unit 7.
- English That Works 1, Units 2, 3, 6.
- A Conversation Book: One, pp. 121-122.
- Impact 2, Lesson 5.

Remember to Address

--Reading and Writing Enabling Skills
--Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express/inquire about needs/wants/intentions</td>
<td>I plan to be an auto mechanic.</td>
<td>Verb to + verb</td>
<td>Occupations</td>
</tr>
<tr>
<td></td>
<td>What do you want to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I hope to find a full-time job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>What did you do in your country?</td>
<td>Verbs: present perfect</td>
<td>Job interview</td>
</tr>
<tr>
<td></td>
<td>Have you worked in the U.S.?</td>
<td>Yes/no questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was a soldier for 12 years.</td>
<td>Short answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I've cleaned offices for three months.</td>
<td>Modal: can</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can sew.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can work hard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request something</td>
<td>I'd like to make an appointment for an interview.</td>
<td>Would like to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'd like an appointment with the supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand abbreviated messages</td>
<td>What does exp mean?</td>
<td>Yes/no questions</td>
<td>Want ads</td>
</tr>
<tr>
<td></td>
<td>It means &quot;experience.&quot;</td>
<td>Wh-questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It says &quot;no experience necessary.&quot;</td>
<td>X means y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you need a diploma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is it full-time or part-time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express/inquire about capability</td>
<td>Can you type?</td>
<td>Modal: can</td>
<td>Job interview</td>
</tr>
<tr>
<td></td>
<td>No, I can't, but I can file.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can you work nights?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When can you start?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can start right away.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-III: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a housing want ad from level texts, ask and answer questions on the unit for rent, including the number and types of rooms, the rent, and utilities provided.

**Identify what rent does/does not include.

Key 2. Given a visual of a house in disrepair, identify problems and call management to request repairs.

3. Describe the location of various stores or services in own/school's neighborhood.

4. Given visuals of different types of housing and rental conditions, select one and state reason(s) for choosing that one.

Suggested Resources

- English for Adult Competency I, Unit 5.
- Speaking of Survival, pp. 50-64.
- Side by Side: One, p. 38.
- Impact 1, Lesson 10.
- Impact 2, Lesson 6.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report descriptive information about location</td>
<td>There is a drugstore and a supermarket in my neighborhood. The drugstore is next to the supermarket.</td>
<td>Prepositions of place There is/there are</td>
<td></td>
</tr>
<tr>
<td>Express/inquire about obligation</td>
<td>Are utilities included? Do I have to pay for gas? You must sign a six-month lease. You cannot have any pets.</td>
<td>Modal: must, cannot Have to</td>
<td>Want ads Leases</td>
</tr>
<tr>
<td>Expand the meaning of abbreviated messages</td>
<td>There are two bedrooms. The rent doesn't include electricity. Electricity is extra.</td>
<td>Noun + noun Would rather Verbs: present tense</td>
<td>Want ads</td>
</tr>
<tr>
<td>Express preference</td>
<td>I prefer a two-bedroom apartment. I'd rather live in a house. I'd rather live near a bus stop.</td>
<td>Verbs: present tense</td>
<td></td>
</tr>
<tr>
<td>Express/inquire about permission</td>
<td>Are pets allowed? If I have children, can I rent the apartment? It's O.K. if you have pets.</td>
<td>Verbs: present tense Yes/no questions Conditional clauses: real present Modal: can</td>
<td></td>
</tr>
<tr>
<td>Suggest a course of action</td>
<td>The stove doesn't work. Why don't you call the landlord? You should call the landlord.</td>
<td>Negative questions</td>
<td>Housing problems</td>
</tr>
</tbody>
</table>
A-III CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given visuals of various situations (e.g., a job interview, a movie), suggest appropriate dress.

Key 2. Given a list of clothing items for family members and a cross-section visual of a department store, ask and answer questions about location of items.

Key 3. In a store simulation, present receipt to return or exchange merchandise, providing reason.

4. Given simplified care labels, state how the items should be cleaned.

5. Give and respond to compliments.

Competencies

Suggested Resources

- English for Adult Competency I, Unit 6.
- A New Start: Student's Book, pp. 118-120.
- A Conversation Book: Two, p. 36.
- GrammarWork 1, pp. 25-53.
- GrammarWork 2, pp. 24, 73.

Remember: to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request assistance</td>
<td>Excuse me. Can you help me? Could you exchange this for me?</td>
<td>Modal: can, could</td>
<td></td>
</tr>
<tr>
<td>Advise someone to do something</td>
<td>If you work with heavy equipment, you shouldn't wear sandals. You should wash this sweater in cold water. You should wear a tie to an interview.</td>
<td>Conditional clause: real present Modal: should</td>
<td>Appropriate clothing for situations Prepositions of place</td>
</tr>
<tr>
<td>Give/respond to compliment</td>
<td>That's a pretty blouse. I like your hat. I like yours, too.</td>
<td>Possessives: adjectives, pronouns</td>
<td>Care labels</td>
</tr>
<tr>
<td>Report descriptive information about location</td>
<td>Women's shoes are on the third floor. Where can I find a dress for my wife? The dress department is next to the shoe department.</td>
<td>Prepositions of place</td>
<td>Store diagram</td>
</tr>
<tr>
<td>Express likes/dislikes</td>
<td>I like polyester because it's washable. I like the print, but the dress is too big. My son doesn't like it. It's the wrong color.</td>
<td></td>
<td>Sizes Colors Return/exchange</td>
</tr>
<tr>
<td>Express needs/wants/intentions</td>
<td>I'd like to return this. It's too big. I need a smaller one.</td>
<td>Comparatives Too + adjective Very, too, enough</td>
<td></td>
</tr>
</tbody>
</table>
A-III: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a local map, give directions from school to a familiar place, as specified by the teacher.

Key 2. Given a bus schedule for a local route, ask and answer questions about arrival and departure times, and length of trip.

Key 3. Given visuals of traffic signs, explain their meanings.

4. Call for fare and schedule information.

Suggested Resources

- English for Adult Competency I, Unit 4.
- Side by Side: One, pp. 144-148.
- Impact 1, Lesson 11.
- Impact 2, pp. 118-121.
- English That Works 1, Unit 4.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask/answer requests for clarification</td>
<td>Take Route 50 to Park Drive. Turn right on 17th Street.</td>
<td>Prepositions of place. Imperative.</td>
<td>Map.</td>
</tr>
<tr>
<td>Warn others to take care or refrain from</td>
<td>Where do I turn left? When does the bus leave? Did you say right or left?</td>
<td>Wh-questions. Yes/no questions.</td>
<td>Rising intonation.</td>
</tr>
<tr>
<td>doing something</td>
<td>Slow down. This road is slippery when wet. Turn at the next street. You can't make a U-turn here.</td>
<td>Imperative.</td>
<td>Traffic sigs.</td>
</tr>
<tr>
<td>Report descriptive information about location</td>
<td>It's on the corner of 14th &amp; K. The bank is on the right across from the post office.</td>
<td>Prepositions of place.</td>
<td></td>
</tr>
<tr>
<td>Report information chronologically related</td>
<td>There's a bus every 15 minutes. If you leave at 10:15, you'll arrive at 10:55. The bus leaves at 10:15 and arrives at 10:55.</td>
<td>There is/are. Real conditions.</td>
<td>Bus schedules.</td>
</tr>
</tbody>
</table>
ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a work situation, give and follow instructions to complete a task.
**Confirm understanding by repeating instructions.

Key 2. Call employer to inform about expected lateness or absence.

Key 3. Given a pay stub, identify gross and net pay.

4. Given a task that requires assistance, request help from a co-worker and explain what needs to be done.

5. Ask employer for time off.

Competencies

- A
- E
- F
- A,C
- E

Suggested Resources

- Speaking Up at Work, Unit 1, Section 2.
- Speaking Up at Work, Unit 2, Section 3.
- Speaking Up at Work, Unit 3, Section 2.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation
<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Structure</th>
<th>Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give/seek permission</td>
<td>Can I take off tomorrow afternoon? I have to see the doctor. May I come in late tomorrow? May I work on Saturday and take tomorrow off?</td>
<td>Modal: may, can</td>
<td>Machines and equipment</td>
</tr>
<tr>
<td>Instruct someone to do something</td>
<td>First, you turn on the switch. Then move the polisher like this.</td>
<td>Imperatives</td>
<td>Tools</td>
</tr>
<tr>
<td>Request assistance</td>
<td>Could you help me? Could you give me a hand?</td>
<td>Modal: could</td>
<td>Job tasks</td>
</tr>
<tr>
<td>Ask someone to do something</td>
<td>Please help me move these boxes. Please hold this while I hammer. Hold the bolt while I tighten the screw.</td>
<td>Imperatives While + clause</td>
<td></td>
</tr>
<tr>
<td>Report information causally related</td>
<td>I can't come to work. I'm very sick. I have a fever.</td>
<td>Modal: can</td>
<td>Illnesses Symptoms</td>
</tr>
<tr>
<td>Ask/answer requests for clarification</td>
<td>Did you say 100 napkins? I should go to room 336? You want me to make coffee, right?</td>
<td>Yes/no questions</td>
<td>Rising intonation</td>
</tr>
</tbody>
</table>
A-III: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Key 1. Given a bill, purchase and complete a money order.

Key 2. Given a new address and a change of address card, complete the card.

3. Inquire about prices and procedures for insuring packages, and for registering (certifying) letters.

4. Apply for a library card by presenting necessary identification and completing application.

Suggested Resources
- English for Adult Competency I, Unit 5.
- Lifeskills 2, pp. 41-43.
- Speaking of Survival, pp. 114-116, 121-123.
- Lifelines 1, Lesson 6.
- A Conversation Book: Two, p. 80.

Remember to Address
-- Reading and Writing Enabling Skills
-- Cross-Cultural Questions
-- Pronunciation
<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Example</strong></th>
<th><strong>Structure</strong></th>
<th><strong>Related Items</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquire/report about how to do something</td>
<td>How do I fill out a money order?</td>
<td>Wh-question: how</td>
<td></td>
</tr>
<tr>
<td>Ask/answer requests for information</td>
<td>How much does it cost to send a letter? Have you filled out the necessary forms? Have you mailed the package yet?</td>
<td>Verbs: present perfect Yet, already</td>
<td></td>
</tr>
<tr>
<td>Request something</td>
<td>May I have a change of address card?</td>
<td>Would like to Verb to + verb</td>
<td></td>
</tr>
<tr>
<td>Express wants/needs/intentions</td>
<td>I'd like to insure this package. I need some stamps. I want to send a registered letter to Vietnam.</td>
<td>Conditional clauses: real present</td>
<td></td>
</tr>
<tr>
<td>Advise someone to do something</td>
<td>If you only want stamps, buy them from the machine. If you move, you should fill out a change of address card.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A

READING AND WRITING ENABLING SKILLS

Introduction

The purpose of this section is to point out "enabling skills" which are necessary for the development of the students' proficiency in reading and writing. These skills are not ends in themselves, but rather means which enable the student to perform the objectives in the curriculum which involve reading and writing. The development of these skills is essential for student progression because the degree of reading and writing proficiency required for each level's performance objectives assumes that the student has generally mastered the reading and writing enabling skills at the previous level.

Following is an overview of the reading and writing enabling skills to be developed throughout this track's instructional levels. On each performance objective sheet there is a reminder for teachers to consult the overview in order to determine which skills to develop during the topic. Given the needs of a particular class, we encourage teachers to modify our level recommendations wherever appropriate. We emphasize that all skills should be developed by the end of the instructional level in order for the student to progress to the next level. Developing these skills, then, should comprise a regular component of instruction.

Although we do not formally evaluate the students' mastery of the reading and writing skills as performance objectives, in A-III and the B-Track we do give the students global evaluations of their reading and writing at the end of every three-week time block in the space provided for this on their achievement plan.
<table>
<thead>
<tr>
<th><strong>Literacy &amp; A-I</strong></th>
<th><strong>A-II</strong></th>
<th><strong>A-III</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Symbols</strong></td>
<td>Identify plural and possessive &quot;s.&quot; Identify common symbols (#, $, %, &amp;, &amp;) Identify silent letters. Identify punctuation marks. Identify paragraphs as units. Identify abbreviations. Pronounce (C)(C)V(C)(C) patterns.</td>
<td>Identify silent letters. Identify punctuation marks. Identify paragraphs as units. Identify abbreviations. Pronounce (C)(C)V(C)(C) patterns.</td>
</tr>
<tr>
<td><strong>Word Analysis and Vocabulary</strong></td>
<td>Use of Context</td>
<td>Deduce meaning of compound words. Identify affixes. Use an Eng-Eng dictionary to confirm word meaning. Match synonyms and antonyms.</td>
</tr>
<tr>
<td><strong>Match pictures with actual objects. Identify lower-case and upper-case letters. Identify numbers. Identify words. Match letters with sounds.</strong></td>
<td><strong>Match words with pictures.</strong></td>
<td><strong>Use a dictionary to determine a word's meaning, given its use in context. Identify tense and time markers. Find alphabetical listings in classified section of newspaper. Put missing words into paragraph.</strong></td>
</tr>
<tr>
<td><strong>Match letters with sounds. Pronounce C and V sounds in initial position of words.</strong></td>
<td><strong>Use picture context to deduce word meanings. Identify sentences and paragraphs as units. Find words in alphabetical listing. Use sentence context to deduce word meaning.</strong></td>
<td></td>
</tr>
<tr>
<td>Handwriting and Kinetaking</td>
<td>Literacy &amp; A-I</td>
<td>A-II</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td>Hold pen and make basic letter strokes.</td>
<td>Write dictated sequence of letters/numbers/words.</td>
<td>Take notes from short text.</td>
</tr>
<tr>
<td>Trace numbers and letters on a line.</td>
<td>Copy words and sentences.</td>
<td>Take messages and notes.</td>
</tr>
<tr>
<td>Copy printed letters.</td>
<td>Arrange words in alphabetical order.</td>
<td></td>
</tr>
<tr>
<td>Print from left to right and top to bottom.</td>
<td>Write cursive letters.</td>
<td></td>
</tr>
<tr>
<td>Print alphabet and numbers.</td>
<td>Progress from bottom of one page to top of next.</td>
<td></td>
</tr>
<tr>
<td>Spelling, Punctuation, and Form</td>
<td>Match letters with sounds.</td>
<td>Spell dictated words.</td>
</tr>
<tr>
<td></td>
<td>Write dictated numbers/letters.</td>
<td>Use capitalization.</td>
</tr>
<tr>
<td></td>
<td>Write letters for dictated sounds.</td>
<td>Copy words and sentences correctly.</td>
</tr>
<tr>
<td></td>
<td>Spell names and words.</td>
<td>Spell with -s/-ed/-ing.</td>
</tr>
<tr>
<td></td>
<td>Leave spaces between words.</td>
<td>Use common affixes.</td>
</tr>
<tr>
<td></td>
<td>Write a series of dictated words.</td>
<td>Use a dictionary to confirm spelling.</td>
</tr>
<tr>
<td>Sentence and Paragraph Development</td>
<td>Copy words and phrases.</td>
<td>Arrange/write words alphabetically. Position dates, greeting, and signature in notes.</td>
</tr>
<tr>
<td></td>
<td>Write dictated words/phrases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copy/write phrases and short sentences.</td>
<td>A.3</td>
</tr>
<tr>
<td></td>
<td>Copy/write paragraph-length notes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write dictated sentences.</td>
<td>Unscramble sentences into paragraph.</td>
</tr>
<tr>
<td></td>
<td>Unscramble sentences into paragraph.</td>
<td>Write paragraphs.</td>
</tr>
</tbody>
</table>
APPENDIX B
CROSS-CULTURAL QUESTIONS

Introduction

The purpose of this section is to promote discussion, understanding, and appreciation of cultural similarities and differences. The section should be especially useful for those programs with no bilingual cultural orientation component. The question format is designed to encourage discussions which will reveal a variety of customs and beliefs in both the native cultures and the target American culture.

These cross-cultural questions can serve a number of purposes. First of all, their discussion should increase students' understanding of their own and American cultures. This understanding might ease students' adjustment to their new lives in the United States. Greater cross-cultural understanding is also likely to motivate and enhance language learning. Moreover, the potential for these questions to provide spontaneous conversational practice both in and out of the classroom should not be overlooked.

For the teacher's convenience, all questions in Part One are organized into topics which correspond to the topics in the curriculum. Part Two contains questions which do not correspond directly to curriculum topics but which are nonetheless germane to understanding cross-cultural issues and life in the United States.

The questions presented here can be used to introduce topics or as discussion starters during on-going topics of study. Teachers may select and adapt them as is appropriate for the needs and backgrounds of their students. It is expected that these questions will lead to other questions and further discussion. Discussion may take place among the class as a whole or in small groups. Students should give information about their own cultures and then talk about what they know of life in the United States. Teachers may facilitate or participate in the discussions--addressing the question from one or more American points of view.
PART ONE

Clothing and Consumerism

1. Where do people shop?
2. Do they bargain with merchants?
3. Can items be exchanged/returned?
5. What is clothing like?
6. How do men's and women's dress differ?
7. What do children wear to school? at home?
8. Is there special dress for special occasions (weddings, funerals, etc.)?
9. Are there any rules about the clothes people wear?

Community Services

1. What is the local government responsible for?
2. What happens when there is a fire?
3. What happens when there is an accident?
4. What is the postal service like?
5. Are there recreational or adult education services?
6. Are there public parks?
7. What kind of taxes do people pay?
8. Are there special services for people with little or no money?

Finding a Job

1. How do people get jobs?
2. Do they need any special papers to work?
3. How do people get trained for work?
4. Do people change jobs? Why?
5. When do people retire?

Food

1. What do people eat?
2. How is food cooked?
3. Who cooks it?
4. How is food eaten (utensils)?
5. How many meals are eaten each day? When?
6. Where is food bought? Who buys it? How often?
7. Is there an equivalent to "fast food?"
8. Do people eat in restaurants?
Health

1. What do people do to stay healthy?
2. What do they do when they are sick?
3. How do they get medicine?
4. When do people see doctors?
5. Are there clinics/hospitals? What are they like?
6. Who pays for hospitalization?
7. Are there special programs for the physically/mentally handicapped?

Housing

1. What is housing like? Describe typical homes in urban/rural areas.
2. Do most people own or rent their homes?
3. How are homes furnished (furniture, appliances, etc.)?
4. How are they heated/cooled?
5. Who usually shares housing?

Money and Banking

1. What is the money like (bills, coins, etc.)?
2. How do people earn money?
3. What do they do with their money?
4. Can people borrow money from banks? For what purpose?

On the Job

1. Who works?
2. What are typical jobs?
3. Is there a minimum wage?
4. Are there benefits?
5. What is the boss/worker relationship?
6. What is a cause to be fired?

Personal ID

1. How many names do people have?
2. Who gives them their names? When?
3. Do names have meanings?
4. Do names ever change? When?
5. What are the different ways people are addressed (titles, etc.)?
6. Are any "personal" days celebrated (birthday, etc.)?
Telephone and Communication

1. Do most people have telephones?
2. How do they get one?
3. How do they pay for calls?
4. When do people write letters/send cards?

Transportation

1. How do people get around?
2. What distance is considered too far to walk?
3. Who owns cars?
4. What is traffic like? How do people drive?
5. What is bus service like?
6. Do people travel very much? For what reasons?

PART TWO

Citizenship

1. What does it mean to be a citizen?
2. What are the responsibilities of citizenship?
3. How do people become citizens?
4. When do people sing the national anthem?
5. Are the colors/symbols on the flag significant?

Language

1. Is there an official language?
2. What other languages are spoken? By whom? When?
3. Are some languages more important than others?
4. Is there formal/informal language?

Time and Weather

1. What is the climate like?
2. Are there different seasons?
3. What kind of calendar is used?
4. How are days divided (morning, afternoon, etc.)?

Education

1. What is the purpose of education?
2. Is education required? For whom?
3. What kinds of schools are there?
4. What is the student/teacher relationship like?
5. What is studied?
6. What kind of educational opportunities are there after high school?
**Religion**

1. What religions are there?
2. Is there an official/state religion?
3. How do people practice their religion?
4. How does religion affect people's day-to-day lives?

---

**Social Life/Attitudes**

1. How do people socialize?
2. Who do people socialize with?
3. Do they socialize during or after work/school?
4. Do people go on dates? At what age?
5. How do people meet their spouses?
6. Do unmarried people ever live together?
7. What do people think about homosexuals?
8. What do they think about single adults?
APPENDIX C

PRONUNCIATION

This pronunciation appendix includes eleven sections. Each section focuses on one particular pronunciation contrast and supplies a brief listing, by topic area, of topic-related minimal pairs.

Pronunciation is too often neglected, perhaps because it is a difficult activity to integrate smoothly into the rest of the class activities. The purpose of this resource is to provide a format for introducing pronunciation through vocabulary that is relevant to the topic being taught. The minimal pairs constitute topic-related vocabulary that can be introduced in an initial pronunciation lesson at the beginning of a topic (e.g., shoes/chose in Clothing/Consumerism), and which can be relevantly used later in the same topic after the pronunciation lesson itself is over. This allows teachers and students to maintain a pronunciation focus throughout a series of lessons that might otherwise be lost.

This section's lists of minimal pairs are not intended to be comprehensive. (Many extensive listings already exist.) It focuses only on those problems which have most impeded the intelligibility of our particular student population, primarily Indochinese, at the time this resource was made. Teachers with students from different language backgrounds might want to use this same format to focus on some pronunciation contrasts that are not listed here. Other aspects of pronunciation, such as stress and intonation (not addressed in this appendix), should, of course, also receive focus.
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<td>pua/bua</td>
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<td>glass/grass</td>
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<td>lug/rug</td>
<td>clutch/crutch</td>
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### /s/ /sh/

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### Personal ID
- girl/curl
- gold/cold
- glad/clad

### Food
- gain/cane
- goat/coat
- piggy/pinky
- sag/sack
- pig/pick
- glass/class
- grab/crab
- lag/lack
- tag/tack
- hog/hock

### Health
- gall/call
- bag/beck
- gauze/cause

### Housing
- glows/close
- got/cot
- gutter/cutter
- crag/crack
- brig/brick
- glue/clue
- grass/crass
- league/leak
- bug/buck

### Transportation
- grease/crease
- bag/hack
- lag/lack
- tag/tack
- hog/hock
- lug/luck
- reg/rack

### Clothing/Consumerism
- gap/cap
- glad/clad
- tagging/tacking
- tag/tack
- grease/crease
- gape/cape
- goat/coat
- tugging/tucking
- frog/frock

### Employment
- gain/cane
- glass/class
- gum/come
- gain/cane
- goal/coal
- bagging/backing

### Money and Services
- gash/cash
- greed/creed
- bug/buck
- gold/cold
- hog/hock

### Good Extras
- game/came
- ghost/coast
- bigger/bicker
- lag/lack
- gave/cave
- good/could
- piggy/picky
- rag/rack
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<td>cheek/sheik chin/shin</td>
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<td>batches/bashes crutch/crush</td>
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<td>pet/Pat</td>
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<td>X/axe</td>
<td>spend/spanned</td>
<td>shell/shall</td>
</tr>
<tr>
<td></td>
<td>beg/bag</td>
<td>slept/slapped</td>
</tr>
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<td></td>
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</tr>
</tbody>
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APPENDIX D

ACTIVITIES/TECHNIQUES

We have included nine activities which REEP teachers have used successfully in our ESL classes. These instructional activities provide for language practice which can be applied in the real world. In planning instruction, one should keep in mind that "while all language is language practice, not all language practice is language use."

We hope the activities included in this section will help teachers prepare lessons that lead to real communication. Teachers may also want to consult the following resource manuals for more ideas:


DIALOG CREATION

Purpose
To elicit a dialog through pictures and gestures.
Students generate language at their level.

Directions
Teacher chooses a situation relevant to the topic being studied and defines the roles involved. Instead of presenting a prepared dialog, the teacher uses pictures and gestures to elicit the dialog from the class. The teacher accepts all suggestions from the students and encourages them to work together to provide the correct grammar. It's good to start this technique on the overhead projector and then move to individual handouts.

1. Teacher takes one role and the students take the other role to elicit the entire dialog.
2. Repeat the dialog with each half of class taking one of the roles.
3. Give handouts of pictures for individual pair work.

Can be followed up with substitution drills, discussion of alternative ways to say the same thing, and writing the dialog.

Example
See next page.

Applications
Finding a Job: Making an appointment for an interview.
Telephone: Extending/declining an invitation.
Health: Talking to the doctor about health problems.
Clothing: Exchanging merchandise.
FOR RENT
$400 incl. util.
see Resident Manager
in Apt. 1A

1) ........... 2BR
2) Yes.

3) ☺? ........ util. incl?
4) ☺ ok. ☀️ ☀️ ☀️

5) ........ LEASE signed?
6) ☐ ☐ ☐ Mar. 85 → Mar. 86

7) Rent $400?... Deposit?
8) Deposit = Rent (1 month)

9) When... ↔ apt?
10) Now 📞
LINE DIALOG

Purpose

To practice short dialogs numerous times with different partners. Stimulates peer teaching.

Directions

1. Students form two lines facing each other.
2. Students in Line A have cue cards to elicit responses from students in Line B.
3. Line A remains stationary, repeating the same questions while Line B answers and moves to the right. Continues until everyone in Line B has responded to everyone in Line A. All pairs are talking at the same time.
4. Line A gives cue cards to whoever is opposite in Line B. Repeat.

Example

Food

\[ A_1 \quad A_2 \quad A_3 \quad A_4 \]
\[ B_1 \quad B \quad B \quad B \]

Line A has cue cards of food pictures.

A_1: (holding card) I'm going to the store. Do you need anything?
B_1: Yes, I need some lettuce.
A_1: How much?
B_1: Two heads.
A_2: (holding card) I'm going to ...
B_1: Yes, I need some milk.

Variations

Low levels may have one simple identification question. Higher levels may have three or four exchanges per cue.

Applications

Personal ID
Picture of globe, ask "Where are you from?"

Clothing
Clothing pictures and prices, ask "What is this? How much is it?"

Health
Visual of sick person, ask "What's the matter with him? What should he do?"

Finding a Job
Visual of workers, ask "What does he do? Where does he work?"
RESPOND!
(Total Physical Response)

Purpose
To introduce new vocabulary and grammatical structures within the context of a task/process. Reinforces listening skills as students observe the task being performed.

Directions
Select a task/process that can be easily demonstrated with gestures, visuals, and/or props. First, the teacher goes through the process, stating the steps as they are performed. Once the students understand the process, the entire class performs the task as the teacher directs. Finally, the students can give the directions to partners.

Examples
Community Services (Post Office)
1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. Go to the mailbox and drop your letter inside.

Variations
1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

Applications
Health
Taking medicine.

Housing
Performing a household chore/repairing.

Finding a Job
Completing an application.

Food
Preparing food with a recipe.

Telephone
Using a public phone.
ROLE PLAYS

Purpose
To practice speaking and listening skills within real contexts. Encourages spontaneous speech. Gets teacher out of center.

Directions
Have students work in pairs. Each student has a role and cue of what to say. Students carry on their conversations in their own words using the ideas on their cue cards.

Example
Telephone: taking and leaving messages.

| Call and leave a message for friend to call back. | You don't understand English very well. Ask caller to speak slowly and repeat twice. |

Variations
1. No cue given.
2. Cue cards can have visuals to stimulate a dialogue situation the students have practiced (e.g., an accident picture to role play a 911 emergency call).

Applications

| Clothing: | Clerk: You don't want to accept return. | Customer: Ask to return clothing and give reason. |
| Health: | Patient: Request a doctor's appointment for a checkup. | Receptionist: Offer several different appointment times/dates |
| Housing: | Tenant: You need something repaired. | Manager: You can't do any work until next week. |
| Finding a Job: | Friend Working: Tell your unemployed friend about a job opening where you work. | Friend Unemployed: You don't want to work in the same place as your friend. Give other preferences for jobs. |
SIMULATIONS

Purpose

To prepare students for real-life tasks by contextualizing language.

Directions

Set up the room with enough props/visuals so that the students understand the setting and situation. Assign different roles to be played in the simulation. Students can be involved in determining the setting and roles as well as in preparing the necessary props.

Example

Money/Banking: Set up a bank with customers and tellers. Customers ask to cash checks. Tellers require identification and ask customers to endorse checks. Teller gives the correct amount.

Applications

Health Clinic: receptionist, nurse, doctor, patients.
Community Post Office: postal clerks and customers.
Food Restaurant: host/ess, waiter/ess, busperson, cashier, cook, customer.
On the Job Work Setting: supervisor explains tasks to employees.
Clothing Department Store: clerks and customers exchanging items.
Personal ID Party: hosts and guests.


MATCHING GAME

Purpose

To reinforce vocabulary and structures taught.

Directions

Prepare sets of 3 x 5 cards with pairs of words or visuals. Cards are put in two stacks on the table. Students pick one card from each stack, hoping to find a pair. If the cards match (a pair), student makes a statement/sentence about the pair. This activity can be done in as many small groups as there are sets of cards available.

Example

Employment: Cards with job titles and corresponding work tasks.

1. Titles (cashier)
2. Tasks (takes money)
*A cashier takes money.

Variations

1. Use pictures instead of words.
2. Use words and abbreviations.
3. Use three stacks of cards.

Applications

Clothing
1. Weather conditions (cold).
2. Clothes (coat).
*It's cold. Wear a coat.

Health
1. Sick/injured people (headache).
2. Treatment (aspirin).
*I have a headache. Take an aspirin.

Finding a Job
1. Want ad abbreviations (F.T.).
2. Full forms of the abbreviations (full-time).
*"F.T." means full-time.

Community Services
1. Envelopes with incomplete addresses.
*What's the zip code? It's 20715.
INFORMATION GAP

Purpose

To practice asking and answering questions. Reinforces speaking and listening skills as students are forced to understand each other and to make themselves understood. Good to practice asking for clarification.

Directions

Teacher prepares a master handout that can be used to delete different pieces of information on two sets of handouts. Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have some other pieces of information deleted that handout "A" will provide. Class is divided in pairs, one student with "A" and the other with "B." Students must ask partner questions to get information necessary to fill in missing information.

Example

Food: Have a simple menu prepared with different prices deleted on handouts "A" and "B."

Variations

1. Handouts may be pictures, maps, or charts.

2. Students can go into the community with a questionnaire to gather information from two different places (e.g., two local stores, two banks, two adult education programs).

Applications

Housing

Diagrams of houses/apartments with missing pieces of furniture.

Transportation

Grid maps with buildings missing or unnamed.

On the Job

Schedule of workers' tasks, deleting tasks at different times/days.

Family

Family tree with different relationships/ages not filled in.

Clothing

Department store floor plans with different departments unnamed.
D.10

PROBLEM SOLVING

Purpose

To practice skills of persuading, compromising, agreeing, and disagreeing.

Directions

The teacher presents a problem or situation and provides some possible choices or solutions. The students work in small groups to come to a consensus about which solutions/choices are the best. Finally, each group must present its decision and reasoning to the whole class.

Example

Housing: Students are given a visual of a house in disrepair. Tell them that the landlord will only repair three problems this month. Each group must decide which three problems should be corrected first. (Sample problems: broken steps, broken front window, leaking ceiling, broken front door lock, broken toilet, clogged kitchen sink, no bathroom light, broken refrigerator door.)

Variations

Present problem/situation but offer no choices or solutions.

Applications

Finding a Job

Hire one person for a particular job, given a job description. Read five resumes and decide which person should get the job.

Food

Open a new international restaurant in town. Decide name, how to decorate, menu items, and prices.

Housing

Use local housing ads to find a house/apartment for a specified family.

On the Job

Present a cultural misunderstanding that might arise between two employees. Decide how to best handle the situation.
D.11

CIRCLE CUES*

Purpose

To practice asking and answering questions. Good for practice in expressing needs and seeking advice.

Directions

Students sit in a circle. Each student has a card with a picture or written cue. The teacher starts by asking one student a question such as, "What would you like to eat?" Student then looks around at the pictures available and says, "I'd like a __________." The student holding that picture must then give it to the student requesting the item. Students then continue asking and answering, and teacher steps outside the circle.

Example

Food: Cards with food pictures.

A: What would you like to eat?
B: I'd like a hamburger.
C: Here's your hamburger. (Here you are.)
B to C: What would you like?
C: I'd like a salad.
B: Here you are.
etc.

Housing: Cards with apartment needs on one side and apartments available on the other.

A: I need a two-bedroom apartment.
B: I have one for $400, no utilities included.
C: I have a two-bedroom apartment for $400 with utilities.
A: Thanks, I'll take the $400 apartment with utilities.

Variations

Student A can state need and then have others offer what is on their cue cards. Student A can reject offers until he/she hears one that is acceptable.

*From IESL/CO Resource Manual, Volume II.
Applications

Clothing
Pictures of clothing with prices.

Health
Cards with appointment times and dates.

A: I need a dentist appointment for the 23rd.
B: I have one at 2:00.
A: I can't come then.
C: I have one at 3:00.
A: Thank you. I'll come at 3:00.

Finding a Job
Cards with jobs, salaries, and conditions.

A: I'm looking for a job.
B: I have a cleaner job at $3.50/hour.
C: I have a busperson job at $3.35/hour, plus tips.
A: Oh, good. I'll take the busperson job.
APPENDIX E

SUGGESTED RESOURCES

This is a list of the resources cited on the performance objective pages. The annotations indicate books which can serve as core texts for the specified levels.


Other useful resources, not indexed to the curriculum, can be obtained from the following publishers:

The Alemany Press

*Live Action English for Foreign Students*

Hopewell Books, Inc.

*The Money Series*
*The Health Series*

Longmans Inc.

*Around Town*
*It's Up to You*

National Textbook Company

*Building Real Life English Skills*
*Play and Practice*
*The Vocabulary Builder*

Newbury House Publishers

*Can't Stop Talking*
*The Non-Stop Discussion Workbook*

Oxford University Press

*Jazz Chants*
*Jazz Chants for Children*
*Oxford Picture Dictionary of American English*
ONE HUNDRED SAMPLE QUESTIONS THAT CAN BE ASKED BY THE INS

TO THE TEACHERS:
The following is a list of 100 questions supplied to us by INS that are commonly asked of amnesty candidates preparing for their permanent residence card. They have been reorganized by us into categories related to what you are teaching. We strongly urge you to use these questions or the information in them, if it is appropriate for the level that you are teaching. We have also analyzed our progress reports and have listed a corresponding question number next to competencies that we may cover in class. Progress reports may be found at the end of this supplement.

I. AMERICAN INSTITUTIONS AND TRADITIONS

A. THE FLAG
1. What are the colors of our flag?
   Red, White, and Blue
2. How many stars are there in our flag?
   Fifty (50)
3. What color are the stars on our flag?
   White
4. What do the stars on the flag mean?
   One for each state in the union
5. How many stripes are there in the flag?
   Thirteen (13)
6. What color are the stripes?
   Red and White
7. What do the stripes on the flag mean?
   They represent the original 13 states
82. What is the national anthem of the United States?
   The Star-Spangled Banner
83. Who wrote the Star-Spangled Banner?
   Francis Scott Key

B. CITIZENSHIP

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
   Form N-400, "Application to File Petition for Naturalization"
86. Name one benefit of being a citizen of the United States.
Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live.

87. What is the most important right granted to U.S. citizens?
The right to vote

C. ELECTIONS

29. Who elects Congress?
The people

65. What is the minimum voting age in the United States?
Eighteen (18)

95. In what month do we vote for the President?
November

99. What are the 2 major political parties in the U.S. today?
Democratic and Republican

D. THE STATES

9. How many states are there in the Union?
Fifty (50)

47. What are the 49th and 50th states of the Union?
Hawaii and Alaska

100. How many states are there in the United States?
Fifty (50)

E. THANKSGIVING

55. Why did the Pilgrims come to America?
For religious freedom

58. What holiday was celebrated for the first time by the American colonists?
Thanksgiving

73. Who helped the Pilgrims in America?
The American Indians (Native Americans)
74. What is the name of the ship that brought the Pilgrims to America?
   The Mayflower

F. JULY 4TH

9. What is the 4th of July?
   Independence Day

10. What is the date of Independence Day?
    July 4th

11. Independence from whom?
    England

12. What country did we fight during the Revolutionary War?
    England

13. Who was the first President of the United States?
    George Washington

59. Who was the main writer of the Declaration of Independence?
    Thomas Jefferson

60. When was the Declaration of Independence adopted?
    July 4, 1776

61. What is the basic belief of the Declaration of Independence?
    That all men are created equal

75. What were the 13 original states of the U.S. called?
    Colonies

G. HISTORICAL PEOPLE

45. Who said, "Give me liberty or give me death."
    Patrick Henry

49. Who was the first President of the United States?
    George Washington

71. Which President is called the "Father of our country."
    George Washington

94. Which President was the first Commander in Chief of the U.S. military?
    George Washington
59. Who was the main writer of the Declaration of Independence?
   Thomas Jefferson

68. Who was President during the Civil War?
   Abraham Lincoln

69. What did the Emancipation Proclamation do?
   Freed many slaves

79. Which President freed the slaves?
   Abraham Lincoln

49. Who was Martin Luther King, Jr.?
   A civil rights leader

II. OUR GOVERNMENT

A. THE GOVERNMENT STRUCTURE
   * ORGANIZATION:
     23. How many branches are there in our government?
        Three (3)

     24. What are the three branches of our government?
        Legislative, Executive, and Judiciary

     78. What kind of government does the United States have?
        Republican

   * LOCAL GOVERNMENTS:
     50. Who is the head of your local government?
        (insert local information)

     57. What is the head executive of a city government called?
        Mayor

   * STATE GOVERNMENTS:
     40. What is the capital of your state?
        (insert local information)

     56. What is the head executive of a state government called?
        Governor

     41. Who is the current governor of your state?
        (insert local information)
B. CONSTITUTION

19. What is the Constitution? The supreme law of the land
20. Can the Constitution be changed? Yes.
21. What do we call a change to the Constitution? Amendments
22. How many changes or amendments are there to the Constitution? Twenty-Six (26)
38. What is the supreme law of the United States? The Constitution
64. Where does freedom of speech came from? The Bill of Rights
65. What is the minimum voting age in the United States? Eighteen (18)
80. In what year was the Constitution written? 1787
84. Whose rights are guaranteed by the Constitution and the Bill of Rights? Everyone (citizens and non-citizens living in the U.S.)
85. What is the introduction to the Constitution called? The Preamble

C. THE BILL OF RIGHTS

39. What is the Bill of Rights? The first 10 amendments of the Constitution
76. Name 3 rights or freedoms guaranteed by the Bill of Rights.
   1. The right of freedom of speech, prese, religion, peaceable assembly and requesting change of government.
   2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
   3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent
4. The government may not search or take a person's property without a warrant.
5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
7. The right to trial by jury in most cases.
8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
9. The people have rights other than those mentioned in the Constitution.
10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

81. What are the first 10 amendments to the Constitution called?
The Bill of Rights

92. Name one right guaranteed by the first amendment.

C. THE PRESIDENCY
13. Who was the first President of the United States?
   George Washington

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
   * Must be a natural born citizen of the United States;
   * Must be at least 35 years old by the time he/she will serve;
   * Must have lived in the United States for at least 14 years

14. Who is the President of the United States today?
   George Bush

15. Who is the Vice-President of the United States today?
   Dan Quayle

16. Who elects the President of the United States?
The electoral college

17. Who becomes President of the United States if the President should die?
   Vice-President
18. For how long do we elect the President?

   Four years

48. How many terms can a President serve?

   Two (2)

35. What is the executive branch of our government?

   The President, cabinet, and departments under the cabinet members

70. What special group advises the President?

   The Cabinet

42. Who becomes President of the United States if the President and the Vice-President should die?

   Speaker of the House of Representatives

66. Who signs bills into law?

   The President

89. What is the White House?

   The President's official home

90. Where is the White House located?

   Washington, D.C. (1600 Pennsylvania Avenue, N.W.)

91. What is the name of the President's official home?

   The White House

93. Who is the Commander-in-Chief of the U.S. military?

   The President

95. In what month do we vote for the President?

   November

96. In what month is the new President inaugurated?

   January

D. CONGRESS

25. What is the legislative branch of our government?

   Congress

26. Who makes the laws in the United States?

   Congress

27. What is Congress?

   The Senate and the House of Representatives
28. What are the duties of Congress?
   To make laws

29. Who elects Congress?
   The people

30. How many senators are there in Congress?
    100

31. Can you name the two senators from your state?
    (insert local information)

32. For how long do we elect each senator?
    6 years

33. How many representatives are there in Congress?
    435

34. For how long do we elect the representatives?
    2 years

52. Why are there 100 Senators in the Senate?
    Two (2) from each state

77. Who has the power to declare war?
    The Congress

83. Where does Congress meet?
    In the Capitol in Washington, D.C.

88. What is the United States Capitol?
    The place where Congress meets

97. How many times may a Senator be re-elected?
    There is no limit

98. How many times may a Congressman be re-elected?
    There is no limit

E. SUPREME COURT

36. What is the judiciary branch of our government?
    The Supreme Court

37. What are the duties of the Supreme Court?
    To interpret laws

43. Who is the Chief Justice of the Supreme Court?
    William Rehnquist

53. Who selects the Supreme Court justices?
    Appointed by the President
54. How many Supreme Court Justices are there?
   Nine (9)

67. What is the highest court in the United States?
   The Supreme Court

44. Can you name the thirteen original states?
   Connecticut, New Hampshire, New York, New Jersey,
   Massachusetts, Pennsylvania, Delaware, Virginia, North
   Carolina, South Carolina, Georgia, Rhode Island, and
   Maryland

F. MISC. QUESTIONS:
   THE UNITED NATIONS
   82. Name one purpose of the United Nations.
       For countries to discuss and try to resolve world
       problems; to provide economic aid to many countries.

   WORLD WAR II
   46. Which countries were our enemies during World War II?
       Germany, Italy, and Japan
Questions for the INS English/Civics Exam

1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the Vice-President should die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name the thirteen original states?
45. Who said, "Give me liberty or give me death?"
46. Which countries were our enemies during World War I?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. Who is the head of your local government?
51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
52. Why are there 100 Senators in the Senate?
53. Who selects the Supreme Court Justices?
54. How many Supreme Court Justices are there?
55. Why did the Pilgrims come to America?
56. What is the head executive of a state government called?
57. What is the head executive of a city government called?
58. What holiday was celebrated for the first time by the American colonists?
59. Who was the main writer of the Declaration of Independence?
60. When was the Declaration of Independence adopted?
61. What is the basic belief of the Declaration of Independence?
62. What is the national anthem of the United States?
63. Who wrote the Star-Spangled Banner?
64. Where does freedom of speech come from?
65. What is the minimum voting age in the United States?
66. Who signs bills into law?
67. What is the highest court in the United States?
68. Who was President during the Civil War?
69. What did the Emancipation Proclamation do?
70. What special group advises the President?
71. Which President is called the "Father of our country"?
72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
73. Who helped the Pilgrims in America?
74. What is the name of the ship that brought the Pilgrims to America?
75. What were the 13 original states of the U.S. called?
76. Name 3 rights or freedoms guaranteed by the Bill of Rights.
77. Who has the power to declare war?
78. What kind of government does the United States have?
79. Which President freed the slaves?
80. In what year was the Constitution written?
81. What are the first 10 amendments to the Constitution called?
82. Name one purpose of the United Nations.
83. Where does Congress meet?
84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
85. What is the introduction to the Constitution called?
86. Name one benefit of being a citizen of the United States?
87. What is the most important right granted to U.S. citizens?
88. What is the United States Capitol?
89. What is the White House?
90. Where is the White House located?
91. What is the name of the President's official home?
92. Name one right guaranteed by the first amendment.
93. Who is the Commander in Chief of the U.S. military?
94. Which President was the first Commander in Chief of the U.S. military?
95. In what month do we vote for the President?
96. In what month is the new President inaugurated?
97. How many times may a Senator be re-elected?
98. How many times may a Congressman be re-elected?
99. What are the 2 major political parties in the U.S. today?
100. How many states are there in the United States?
Answers

1. Red, White, and Blue
2. 50
3. White
4. One for each state in the Union
5. 13
6. Red and White
7. They represent the original 13 states
8. 50
9. Independence Day
10. July 4th
11. England
12. England
13. George Washington
14. Ronald Reagan
15. George Bush
16. The electoral college
17. Vice-President
18. Four years
19. The supreme law of the land
20. Yes
21. Amendments
22. 26
23. 3
24. Legislative, Executive, and Judiciary
25. Congress
26. Congress
27. The Senate and the House of Representatives
28. To make laws
29. The people
30. 100
31. (insert local information)
32. 6 years
33. 435
34. 2 years
35. The President, cabinet, and departments under the cabinet members
36. The Supreme Court
37. To interpret laws
38. The Constitution
39. The first 10 amendments of the Constitution
40. (insert local information)
41. (insert local information)
42. Speaker of the House of Representatives
43. William Renquist
44. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland
45. Patrick Henry
46. Germany, Italy, and Japan
47. Hawaii and Alaska
48. 2
49. A civil rights leader
50. (insert local information)
51. Must be a natural born citizen of the United States; Must be at least 35 years old by
the time he/she will serve; Must have lived in the United States for at least 14 years.
52. Two (2) from each state
53. Appointed by the President
54. Nine (9)
55. For religious freedom
56. Governor
57. Mayor
58. Thanksgiving
59. Thomas Jefferson
60. July 4, 1776
61. That all men are created equal
62. The Star-Spangled Banner
63. Francis Scott Key
64. The Bill of Rights
65. Eighteen (18)
66. The President
67. The Supreme Court
68. Abraham Lincoln
69. Freed many slaves
70. The Cabinet
71. George Washington
72. Form N-400, "Application to File Petition for Naturalization"
73. The American Indians (Native Americans)
74. The Mayflower
75. Colonies
76. Freedom of speech, religion and press
77. The Congress
78. Republican
79. Abraham Lincoln
80. 1787
81. The Bill of Rights
82. For countries to discuss and try to resolve world problems; to provide economic aid to many countries.
83. In the Capitol in Washington, D.C.
84. Everyone (citizens and non-citizens living in the U.S.)
85. The Preamble
86. Obtain federal government jobs; travel with a U.S. passport; petition for close relative to come to the U.S. to live
87. The right to vote
88. The place where Congress meets
89. The President's official home
90. Washington, D.C. (1600 Pennsylvania Avenue, N.W.)
91. The White House
92. Freedom of: speech, press, religion, peaceable assembly, and, requesting change of the government
93. The President
94. George Washington
95. November
96. January
97. There is no limit
98. There is no limit
99. Democratic and Republican
100. Fifty (50)
<table>
<thead>
<tr>
<th>History and Government Competencies Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>October-December Cycle</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Columbus Day</td>
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<tr>
<td>Veterans' Day</td>
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<tr>
<td>Thanksgiving</td>
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<td>Christmas</td>
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<td>August-November Cycle</td>
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<td>Labor Day</td>
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<td>Columbus Day</td>
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<td>Thanksgiving</td>
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<td>Christmas</td>
</tr>
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<td>January-March Cycle</td>
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<td>Community</td>
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<td>Martin Luther King's Birthday</td>
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<tr>
<td>Presidents' Day</td>
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<tr>
<td>St. Patrick's Day</td>
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<td>November-February Cycle</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Christmas</td>
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<td>Martin Luther King</td>
</tr>
<tr>
<td>Presidents' Day</td>
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<tr>
<td>April-June Cycle</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Growth of the United States</td>
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<tr>
<td>Memorial Day</td>
</tr>
<tr>
<td>Flag Day</td>
</tr>
<tr>
<td>Fourth of July</td>
</tr>
<tr>
<td>February-May Cycle</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Growth of U.S.</td>
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<td>St. Patrick's Day</td>
</tr>
<tr>
<td>Memorial Day</td>
</tr>
<tr>
<td>Flag Day</td>
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<td>July-September Cycle</td>
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<td>Community</td>
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<td>Fourth of July</td>
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<td>Government</td>
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<td>Flag Day</td>
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<tr>
<td>Fourth of July</td>
</tr>
<tr>
<td>Government</td>
</tr>
</tbody>
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30
CIVICS PROGRESS REPORT
LEVEL A1/2

COMMUNITY

Identify country of origin on a world map or globe.
Identify the United States on a world map or globe.
Identify the number of states in the USA. (8, 100)
Describe responsibilities as students in the REEP program.

GROWTH OF THE UNITED STATES

Identify the first Americans (Native Americans).
Identify key states orally. (44, 47)
Identify Virginia on a US map.

GOVERNMENT

Identify the current president. (14)
Identify the residence of the US president. (89, 91)
Identify the Capital as the building where Congress works. (83, 88)

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LEVEL A1/2

MARTIN LUTHER KING' S BIRTHDAY
----- Identify Martin Luther King and his importance in US history. (49)

PRESIDENTS' DAY
----- Identify George Washington and his importance in US history. (13, 71, 94)
----- Identify Abraham Lincoln and his importance in US history. (68, 79)
----- Identify US presidents on coins and bills.
----- Identify the current president of the USA. (14)

ST. PATRICK'S DAY
----- Identify two major ethnic groups that have come to the USA.

MEMORIAL DAY
----- Identify why Memorial Day is celebrated.
----- Identify two major wars.

FLAG DAY
----- Identify and/or describe the US flag. (1-4, 5, 7)

FOURTH OF JULY (9, 10)
----- State the purpose of the Declaration of Independence. (60, 61)
----- Identify Thomas Jefferson as the main writer of the Declaration. (59)

LORD'S DAY
----- Identify why Labor Day is celebrated.
----- Identify job titles and duties of people who work in the school.
----- Identify job titles and duties of class members.

COLUMBUS DAY
----- Identify Christopher Columbus.
----- State the reason for his exploration.
----- State the results of his exploration.

VETERANS' DAY
----- Identify why Veterans' Day is celebrated.
----- Identify two major wars.

THANKSGIVING DAY
----- Identify the Pilgrims and their reasons for leaving their homeland. (55)
----- Identify the Mayflower. (74)
----- Identify when and how Thanksgiving is celebrated (58)

CHRISTMAS/WINTER HOLIDAYS
----- Identify when and how Christmas is celebrated.
----- Identify major religions in the USA and how Christmas is observed.

STUDENT'S SIGNATURE: ___________________________ DATE: __________
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HISTORY & GOVERNMENT
PROGRESS REPORT
LEVEL A3/4

COMMUNITY

- Identify country of origin, on a world map or globe.
- Identify the U.S.A. on a world map.
- Identify the number of states in the United States. (8, 100)
- Identify Virginia and 4 other states on a U.S. map. (44, 47)
- Identify Arlington on a D.C. Metropolitan Region map.
- Identify the governor of Virginia. (56, 41)
- Describe responsibilities as students at Nilsen Scheel.
- Identify state and local regulations.
- Identify community services.
- Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH OF THE UNITED STATES

- Identify the first Americans.
- Identify the first settlers and why they came. (55)
- Identify five major regions of the U.S.
- Identify key states on a U.S. map. (44, 47)
- Define frontier and pioneer.

GOVERNMENT

- Identify the three branches of government and the function of each. (23-25, 35-37)
- Identify the three levels of government.
- Identify the branch of government that Arlington has. (25)
- Identify the branch of government in which the president and vice president work. (35)
- Identify the term of the President. (46, 93)
- Identify the current president. (46)
- Identify the U.S. President. (89-91)
- Identify the branch of government in which Congress works. (25)
- Identify the responsibilities of Congress. (8, 26, 77)
- Identify the Capital as the building where Congress works. (8, 88)
- Identify the responsibilities of the Supreme Court. (37, 67)
- Identify the Supreme Court building.
- Name the two borders from Virginia and the Congress building from Arlington. (41)

MARTIN LUTHER KING'S BIRTHDAY

- Identify Martin Luther King and his importance in U.S. history. (49)
- Define discrimination and segregation.
- Name the two Presidents who aided the Civil Rights Movement in the 1960’s.

PRESIDENTS’ DAY

- Identify George Washington and his importance to U.S. history. (13, 71, 84)
- Identify Abraham Lincoln and his importance to U.S. history. (58, 69, 79)
- Identify the Revolutionary War and the Civil War. (11, 12)
- Identify the U.S. Presidents who appear on coins and bills.
- Identify the current president of the United States. (14)
- Name the residence of the U.S. President. (89)
- Identify two of the qualifications for the president of the U.S. (51)

ST. PATRICK’S DAY

- Identify the ethnic group that celebrates this day.
- Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

MEMORIAL DAY

- Identify why and how it is commemorated.
- Identify two major wars in which the United States participated.
- Identify two countries that fought with and two countries that fought against the United States in World War I and World War II. (46)
- Explain the difference between police and the military.

FLAG DAY

- Identify and describe the U.S. flag. (1-7)
- Identify two of the thirteen colonies. (44)
- Identify five states other than Virginia. (44)
- "The Star-Spangled Banner" and its author. (62, 63)
FOURTH OF JULY (9, 10)

- State the purpose of the Declaration of Independence. (60, 61)
- Identify the Revolutionary War. (11, 12)
- Know the facts of government of the U.S. and explain what it means. (20)
- Identify Thomas Jefferson and his contribution to the Declaration of Independence. (59)
- Identify Benjamin Franklin and his importance to the Revolutionary War.
- Identify George Washington and his importance to the Revolutionary War.
- Identify the presidents on money.
- Identify two freedoms that we have in the U.S. (92, 64)

LABOR DAY

- Identify why and how it is celebrated.
- Identify job titles of people who work in the school.
- Describe labor unions.
- Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
- Name two important inventions of the Industrial Revolution.

COLUMBUS DAY

- Identify Christopher Columbus.
- State the reason for his exploration.
- State the results of his exploration.
- Identify another major explorer of North America.

VETERANS' DAY

- Identify why and how it is commemorated.
- Identify the major wars in which the United States participated.
- Identify two countries that fought with and two countries that fought against the United States in World War I and World War II. (46)
- Explain the difference between police and the military.

THANKSGIVING

- Identify the Pilgrims and their reason for leaving their country. (55)
- Name where they landed. (58, 73)
- Name the participants in the first Thanksgiving feed.
- Name the countries where early American settlers came from and the areas where they settled.
- Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast. (75, 44)
- Identify two freedoms we have in the U.S., including freedom of religion. (92, 64)
- Describe when and how Thanksgiving is celebrated. (74)

CHRISTMAS

- Explain freedom of religion.
- Identify major religions in the U.S. and in countries of origin.
- Identify when, by whom, and how Christmas is recalled in the U.S.
HISTORY & GOVERNMENT
PROGRESS REPORT
LEVEL A3/88

COMMUNITY

- Identify country of origin, on a world map or globe.
- Identify the U.S.A. on a world map.
- Identify the number of states in the United States. (8,100)
- Identify Virginia and 4 other states on a U.S. map. (44,47)
- Identify Arlington on a D.C. Metropolitan Region map.
- Identify the governor of Virginia. (56,41)
- Describe responsibilities as students at Wilson School.
- Identify state and local regulations.
- Identify community services.
- Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH OF THE UNITED STATES

- Identify the first Americans.
- Identify the first settlers and why they came. (55)
- Identify five major regions of the U.S.
- Identify key states on a U.S. map. (44,47)
- Describe frontier and pioneer.

GOVERNMENT

- Identify the three branches of government and the function of each. (23-26,35-37)
- Identify the three levels of government.
- Identify the type of government that Arlington has. (50)
- Identify the branch of government in which the president and vice president work. (35)
- Name two governors of the President. (66,93)
- Identify the current president. (14)
- Identify the residence of the U.S. President. (89-91)
- Identify the branch of government in which congress works. (25)
- Identify the responsibilities of Congress. (26,29,77)
- Identify the Capitol as the building where Congress works. (63,88)
- Identify the responsibilities of the Supreme Court. (37,67)
- Identify the Supreme Court building.
- Name the two senators from Virginia and the congressman from Arlington. (31)

MARTIN LUTHER KING’S BIRTHDAY

- Identify Martin Luther King and his importance in U.S. history. (69)
- Define discrimination and segregation.
- Choose the two Presidents who aided the Civil Rights Movement in the 1960’s.

PRESIDENTS’ DAY

- Identify George Washington and his importance in U.S. history. (13,71,96)
- Identify Abraham Lincoln and his importance in U.S. history. (69,69,79)
- Identify the Revolutionary War and the Civil War. (11,12)
- Identify the U.S. presidents who appear on coins and bills. (14)
- Identify the current president of the United States. (14)
- Name the residence of the U.S. President. (69)
- Identify two of the qualifications for the president of the U.S. (51)

ST. PATRICK’S DAY

- Identify the ethnic group that celebrates this day.
- Identify other major ethnic groups that have come to the U.S. and their reasons for coming and where they settled.

MEMORIAL DAY

- Identify why and how it is commemorated.
- Identify two major wars in which the United States participated.
- Identify two countries that fought with and two countries that fought against the United States in World War I and World War II. (46)
- Explain the difference between police and the military.

FLAG DAY

- Identify and describe the U.S. flag. (1-7)
- Identify two of the thirteen colonies. (44)
- Identify five states other than Virginia. (54,57)
- Identify the location and its altitude (67,61)
FEDERAL HOLIDAYS (9, 10)

- State the purpose of the Declaration of Independence. (60, 61)
- Identify the Revolutionary War. (11, 12)
- Name the form of government of the U.S. and explain what it means. (78)
- Identify Thomas Jefferson and his contribution to the Declaration of Independence. (59)
- Identify Benjamin Franklin and his importance to the Revolutionary War.
- Identify George Washington and his importance to the Revolutionary War and the new government. (13, 71, 94)
- Identify the presidents on money.
- Identify two freedoms that we have in the U.S. (92, 64)

Labor Day

- Identify why and how it is celebrated.
- Identify job titles of people who work in the school.
- Describe the labor unions.
- Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
- Name the important inventions of the Industrial Revolution.

Columbus Day

- Identify Christopher Columbus.
- State the reason for his exploration.
- State the results of his exploration.
- Identify another major explorer of North America.

Veterans' Day

- Identify why and how it is commemorated.
- Identify the major wars in which the United States participated.
- Identify two countries that fought with and two countries that fought against the United States in World War I and World War II. (46)
- Explain the difference between police and the military.

Thanksgiving

- Identify the Pilgrims and their reason for leaving their country. (55)
- Name where they landed. (89, 73)
- Name the participants in the first Thanksgiving feast.
- Name the countries where early American settlers came from and the areas where they settled.
- Identify Virginia and Massachusetts and the colonies and locate them on a map of the East coast. (75, 44)
- Identify two freedoms we have in the U.S., including freedom of religion. (92, 64)
- Describe when and how Thanksgiving is celebrated. (74)

Christmas

- Explain freedom of religion.
- Identify major religions in the U.S. and in countries of origin.
- Identify when, by whom, and how Christmas is celebrated in the U.S.

Level: A3/B2

Student's Signature: __________________________ Date: __________

31