

English as a Second Language

Tutor Packet Level 3

Volunteer Literacy Tutoring Program
Portland Community College
2002

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OLI would also like to thank Pro Lingua Associates and New Readers Press for granting the permissions to include exercises from their materials.

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Introduction

ESL Level 3 – Overview

What is the content of Level 3?

Upon completion of the course ‘Tutoring ESL’, it is our hope that the students will be able to use their English outside of the classroom, to communicate in their adult life-roles of family members, community members, and workers. The course is divided into six student performance levels. This is the packet for the third of these six levels.

The work that you do with your student(s) should therefore be seen in terms of not just what you do in the classroom, but how the student can apply this information in the real world. This packet is organized according to four focus areas:

- participating in conversations on familiar topics
- reading and understanding simple authentic materials
- communicating basic ideas and information in paragraph form
- performing simple tasks using technology

These four areas encompass the things that we hope, at the end of Level 3, the students will be able to do in their everyday lives out in the REAL WORLD.

How do I know if my student(s) can do these things?

The packet includes activities for the student (and instructions for you on how to use them) to be done IN CLASS. If the student can successfully complete these activities, we believe this indicates that the student will also be successful in the four focus areas OUTSIDE of class.

In addition to the activities and corresponding worksheets, you are also provided with a list of oral communication skills, written communication skills, reading skills, and technology skills, that are necessary for the student to master, in order to move on to Level 4.

A *Grammar Reference Guide*, which lists appropriate grammar structures for each level, is also included in the packet.

How do I use this packet?

You may choose to work with the four focus areas **in any order**. For example, you may start with reading and understanding authentic materials, and follow it with participating in conversations on familiar topics – or the other way around. In addition, you do **not** have to finish one area, before moving on to the next. In fact, many tutors work on all four areas simultaneously.

You are **not** limited to the activities included in the packet. Use the included worksheets, but create your own, especially if your student(s) seems to need additional practice in a certain area. The included activities have been designed to work for many different topic areas. For example, when working on the focus area of communicating in familiar situations, you may choose to focus on vocabulary in the areas of health, food, family, or any number of other contexts that grab your student’s interest. The same is true for all four focus areas – so vary the context!

~~~~~  
**GOOD LUCK AND ENJOY !!**  
~~~~~

ESL LEVEL 3 – Overview

SUGGESTED CORE MATERIALS TO USE WITH THE LEVEL 3 PACKET

Survival English 2, Lifeprints 1 or 2, Real Life English, Side by Side

Work with your student on these SKILLS throughout ESL Level 3

At the end of Level 3 the student should be able to...

Oral Communication Skills

- Speak using basic grammar* in the context of everyday situations (health, shopping etc.)
- Ask for and give clarification
- Follow multiple oral directions
- Give simple directions
- Speak using basic grammar* to meet survival needs

Written Communication Skills

- Write a single paragraph
- Complete writing tasks related to everyday needs, such as notes to a teacher, shopping lists, and phone messages
- Use basic grammar*

Reading Skills

- Use reading strategies (skim, scan, context prediction) to understand texts
- Recognize different written formats, such as charts, graphs, labels and payroll stubs
- Follow written instructions and diagrams

Technology Skills

- Identify and use basic computer hardware, including mouse and keyboard
- Perform basic computer functions, such as turning it on and off, using the mouse to control the cursor, and starting a program by double click
- Respond to telephone answering systems

*(See *Grammar Reference Guide –Level 3* for a list of structures appropriate for this level.)

Some suggested IN class activities

(Start with the included lesson plans and worksheets and then be creative and make your own!!)

- Role play “real life” situations related to the life roles of worker, family member and community member
- Read simple authentic texts and answer comprehension questions
- Write notes in the context of real life situations and needs
- Write an autobiographical paragraph
- Leave a message on a telephone answering machine
- Identify and use basic parts of a computer

What the student can do OUTSIDE of class

after completing ESL Level 3

- Participate in conversations on familiar topics
- Read and understand simple authentic materials
- Communicate basic ideas and information in paragraph form
- Perform simple tasks using technology

ESL LEVEL 3 – Overview

What do I need to know about my student's literacy ability?

One of the first things you will want to find out about is your students' literacy level in their native language. If your student is literate in his or her native language, then learning English literacy will be much easier. If your student's language is written with the Roman alphabet, then the focus will be learning the conventions of written English and using it to reinforce the oral language he or she has learned. Even if your student's native language uses a different script, e.g. Russian, Chinese or Arabic, after becoming familiar with the Roman alphabet, many of the skills necessary for literacy will transfer into English. For students who have just a few years of education in their native language or none at all, the task of learning literacy skills in English will be much slower and involve additional steps.

Non-literate and semi-literate students will need to develop the physical ability to read and write. This includes the ability to discriminate between symbols and letters that are similar and the fine motor control needed to write legibly. Don't forget to consider whether your student might need reading glasses especially if he or she is an older student.

Reading is like a puzzle. A new reader must develop the following skill areas in order to figure out the symbols on the page.

- left/right, top/down orientation
- phonics
- sight word recognition
- guessing from context
- knowledge of the topic
- knowledge of English word order
- knowledge of grammar and punctuation

Use oral language as a springboard for teaching literacy skills. Always introduce new vocabulary orally and review any words you will be asking your students to read and write. Try the Language Experience (LE) approach. It is an excellent way to link oral and written language. Teach your student to read and write words that have personal meaning and practical use such as name, address, common words in the environment, etc. Using

index cards for games and review works well – students can match capital and small letters, a new word and a picture, a numeral and the written word. Play “Concentration” with these cards or scramble them and have your student match the pairs or put them in the correct order.

Ask your coordinator for an ESL literacy text such as Longman ESL Literacy or On the Write Track: Beginning Literacy for ESL Students to supplement the activities in this packet. You will need to pick and choose worksheets with a simple, clean layout and vocabulary your student knows. Don’t forget lots of repetition and learning tasks appropriate to your student’s level so he or she can experience success.

Native language literacy will increase your student’s ability to read and write in English. Explore the possibility of literacy instruction in your student’s first language. Portland Community College and the Mexican Consulate offer literacy classes for Spanish speakers. Ask your coordinator for more information.

ESL LEVEL 3 – ASSESSMENT

How do I know if my student is learning what I am teaching?

- Included in each ESL Tutoring packet is an assessment tool. You can use this tool to see if your student is mastering the material in the Level 3 Packet.
- There is one assessment for each focus area.
- For level 3 there are assessments for:
 - participating in conversations on familiar topics
 - reading and understand simple authentic materials
 - communicating ideas and information in paragraph form
 - performing simple tasks using technology

How do I use the assessment?

- There are many different ways to use the assessment pages.
 - You can do all four assessments at the end of the packet.
 - You can do one assessment at a time, as you finish each focus area.
 - You can do all four assessments when you first meet your student to get an idea of what he/she already knows, and then give them again after finishing the packet to see what progress the student has made.
- These pages are to help you judge your student's progress, and to see where he may need extra work.
- **The student must pass all 4 assessments in order to move on to Level 4.**

Are the students assessed in other ways as well?

The Volunteer Literacy Tutoring Program tests the students using a national standardized listening test called the CASAS. This test is used as a pre-test, and also often times as a placement test. The score the student receives on the test when they first come to VLT, helps the coordinator know what level to place the student at, and what materials to give to the tutor. In addition, at some locations, the students are given a post-test after at least 60 hours of instruction, to document progress.

If there are other things you would like to know about assessment please ask your coordinator. She is there to help you!

Level 3 Assessment

- Use the following assessment tools to see if your student is ready to move on to Level 4.
- Your student needs to pass **all 4** assessments in order to move up to the next level.
- Many of the following assessment activities should be familiar - all were introduced and practiced throughout the Level 3 packet.
- After completing the assessment, please give this cover sheet and the completed assessment pages to your coordinator for the student's file.

Assessment Guides			Date
Assessment Guide 1: - Role-play conversations for 'real-life' situations	Pass	No Pass	
Assessment Guide 2: - Read an authentic text and answer comprehension questions	Pass	No Pass	
Assessment Guides 3A and 3B: - Write a short note (3A) - Write a short autobiographical paragraph (3B)	Pass	No Pass	
Assessment Guide 4A and 4B: - Leave a message on a telephone answering machine (4A) - Identify and use basic parts of a computer (4B)	Pass	No Pass	

Thank You and Good Luck!

Student's Name: _____

Tutor's Name: _____

Assessment 1

Focus Area: Participating in dialogues on familiar topics

Assessment 1

- Write five or six situations on slips of paper (one scenario per slip)
- Some suggestions are: (You can use these or add your own ideas.)
 - ordering food in a restaurant
 - calling in sick for work
 - making a doctor's appointment
 - calling 911
 - making an appointment with your child's teacher
 - asking for the price of one gallon of milk in a grocery store
- Mix the slips up and put them in a small bag
- Have your student pick one slip of paper from the bag
- Have your student read the situation
- Give your student a few minutes to prepare (the exact amount of time is up to you.)
- Have your student role play the chosen situation with you
(Note: For groups have the students work in pairs.)
- Repeat until five or six situations have been done.
- After your student has completed all 5 or 6 role-plays, complete Assessment Guide 1.

Assessment Guide 1

Student's Task: Role-play real-life situations		
• <i>IN AT LEAST 3</i> role-plays the student:		
Uses vocabulary appropriate to the given situation	Yes	No
Responds appropriately to partner's questions	Yes	No
Uses understandable pronunciation	Yes	No

Assessment 2
Focus Area: Reading and understanding simple authentic materials

Assessment 2

- Have your student read the following prescription.
- Have your student complete the first 4 comprehension questions in writing, and answer the true/false questions.
- Discuss question 9.
- Complete Assessment Guide 2.

SAFEMART PHARMACY
 RX. 163 Dr. Williamson, Patrick

SANCHEZ, CAROLINA, 04-22-2001
 TAKE ONE TABLET ORALLY TWICE DAILY
 – MAY CAUSE DROWSINESS

FLUMADINE 100MG

Refills: NO REFILLS Expires: 04/22/2010

Read the questions and write the answers.

1. How many of these tablets should Carolina take daily?
2. How many refills does Carolina get?
3. Does this medication have side affects?
4. When does the prescription expire?

Read the questions and choose the correct answer.

- | | | |
|--|------|-------|
| 5. Carolina gets 2 refills. | True | False |
| 6. The medicine never expires. | True | False |
| 7. Drowsiness is a possible side affect. | True | False |
| 8. She should take 1 table twice daily. | True | False |

Read and discuss the question.

9. Have you ever had a prescription from a doctor? Where did you fill it? Was it expensive?

Assessment Guide 2

Student's Task:		
Read an authentic text and answer comprehension questions.		
Answers, in writing, the first four questions with the correct information. (Complete sentences are NOT required.)	Yes	No
Answers 3 of the 4 true/false questions correctly.	Yes	No
While discussing question 9, uses vocabulary related to the topic	Yes	No
While discussing question 9, uses understandable pronunciation.	Yes	No

Student's Name: _____

Assessment 3

Focus Area: Communicating ideas and information in paragraph form

Assessment 3A

- For this assessment your student will need to write a short note.
- This assessment is focussed on content and form, NOT on grammar and punctuation.
- Give your student a blank piece of paper and the following scenario:

Situation

You are going to California to visit your sister who just had a baby. You will be gone two weeks and you will miss English class. You will need to write a note to your teacher.

- Ask your student to write a note to the teacher.

Assessment Guide 3A

Task: Writing a note for real-life situations		
Uses an appropriate greeting	Yes	No
Includes why he will be missing class, how long he will be gone and where he is going	Yes	No
Includes a date	Yes	No
Signs name	Yes	No

Assessment 3B

- For this assessment your student will need to write a short paragraph about himself.
- PART I
 - Have your student answer the following questions in writing.
 - Ask him to write at least one complete sentence for each question.
 - What is your name?
 - Where are you from?
 - How long have you lived in Oregon?
 - Are you married?
 - Do you have any children? How many?
 - Why do you want to learn English?
- PART II
 - After your student has answered all six questions, ask him to use the information to write a complete paragraph about himself.

Assessment Guide 3B

Task: Writing a short autobiographical paragraph		
PART I: Sentence Writing		
Answers each question with an appropriate response	Yes	No
Uses capital letters at the beginning of every sentence	Yes	No
Uses appropriate punctuation at least 50% of the time	Yes	No
PART II: Paragraph Writing		
Uses capital letters at the beginning of each sentence	Yes	No
Uses appropriate punctuation at least 50% of the time	Yes	No
Includes autobiographical information as the content	Yes	No
Writes in paragraph form (i.e. not in 6 separate listed sentences)	Yes	No

Student's Name: _____

Assessment 4

Focus Area: Performing simple tasks using technology

Assessment 4A

- Ask your student if he has an answering machine at home.
- Ask your student if he will leave a message when a machine answers a call. Why or why not?
- Discuss with your student the advantages and disadvantages of answering machines.
- Give your student the following assignment:

ASSIGNMENT

Please call me (tutor/teacher) before your next class. Leave a message on my answering machine. Tell me two things that you did last weekend. Remember to include your name, the time of your call, the reason for calling and your phone number. My phone number is _____.

Assessment Guide 4

Student's Task:		
Leave a message on an answering machine		
Leaves name, reason for calling, and phone number	Yes	No
Speaks AFTER the beep	Yes	No
Uses understandable pronunciation	Yes	No

Assessment 4B

- Sit with your student at a computer.
- Ask your student to name all the parts of the computer that he can.
- Ask your student to do the following:
 - start the computer up (turn it on)
 - double-click on Word (or any other word processing program of your choice)
 - type his name in a new document
 - close the word processing program
 - shut the computer down (turn it off)

Assessment Guide 4B

Student's Task:		
Identify and use basic parts of a computer		
Names at least 3 parts of the computer (including mouse, keyboard, and monitor)	Yes	No
Starts the computer up	Yes	No
Opens a word processing program	Yes	No
Closes the word processing program	Yes	No
Shuts the computer down	Yes	No

Student Activities

Focus Area 1: **Participating in dialogues on familiar topics**

Suggested Props: Role play cards, sample dialogues, classified ads, telephones

Activity 1: Role-playing ‘real-life’ situations

1. Introduce a pre-selected dialogue
 - Review the vocabulary in the dialogues you have chosen
 - Read the dialogue to the student
 - Have the student repeat the dialogue with you

 2. Practice the pre-selected dialogue
 - Practice the dialogue with the student
 - Have student practice with others (if applicable)
 - Have the student listen to the conversation and fill-in the blanks (see worksheet)
 - Have the student fill-in the blanks to the conversation with different information, and practice the new dialogue

 3. Practice dialogues that occur in real life
 - Set-up situations in which real life dialogues can occur
 - Model one example
 - Allow student to practice the impromptu dialogue with you or others in the group.
-

Variations

- Follow the same procedure above for other dialogues related to life roles i.e. ordering food in a restaurant, exchanging an item in a store, asking for the price of food in a grocery store, calling in sick for work etc.

- Have a speaker come in (i.e. nurse from a doctor’s office, a cashier from a grocery store, etc.) and have them speak to your student(s), answer questions, and model various dialogues that may take place in each of the environments.

- Brainstorm a list of other dialogues related to real life. Have your student write the dialogues as homework, and share the following class period.

Role play dialogues related to life roles.

Making an appointment

Practice the dialogue

Linda: Dr. Brinker's office, this is Linda. Can I help you?

Arturo: *Yes, my name is Arturo Treviño and I need to make an appointment.*

Linda: Have you seen Dr. Brinker before?

Arturo: *Yes I have.*

Linda: What seems to be the problem?

Arturo: *I have a pain in my back.*

Linda: Can you come in on Friday at 3:30?

Arturo: *Yes, that works for me.*

Linda: Good, we'll see you Friday.

Arturo: *Thank you.*



Role play dialogues related to life roles.

Making an appointment

Listen to the dialogue, and fill-in the blanks.

Linda: Dr. Brinkers's _____, this is Linda. Can I help you?

Arturo: Yes, my name is Arturo Treviño and I need to make an _____.

Linda: Have you seen Dr. Brinker _____?

Arturo: Yes I have.

Linda: What seems to be the _____?

Arturo: I have a _____ in my _____.

Linda: Can you come in on _____ at 3:30?

Arturo: Yes, that works for me.

Linda: Good, we'll _____ you Friday.

Arturo: _____ you.



Role play dialogues related to life roles.

Fill in the blanks with your personal information.

Practice the new dialogue.

_____ : Dr. _____ office, this is _____. Can I help you?

_____ : *Yes, my name is _____ and I need to make an appointment.*

_____ : Have you seen Dr. _____ before?

_____ : *Yes I have.*

_____ : What seems to be the problem?

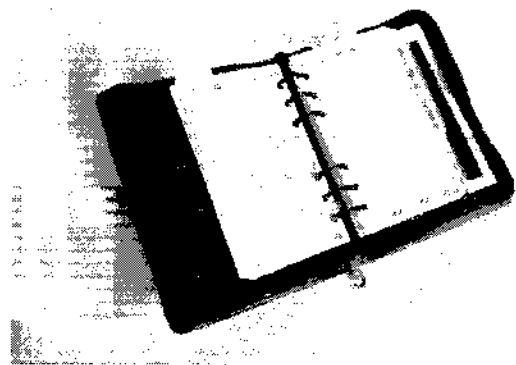
_____ : *I have a pain in my _____.*

_____ : Can you come in on _____?

_____ : *Yes, that works for me.*

_____ : Good, we'll see you _____.

_____ : *Thank you.*



Role play dialogues related to life roles.

Making an appointment

Read these examples and create conversations.

A. Make a doctor's appointment

- Monday
- early in the morning
- pain in your leg



B. Make a doctor's appointment

- for your child
- next month
- in the afternoon

C. Make a physical therapy appointment

- for your grandmother
- tomorrow
- neck pain



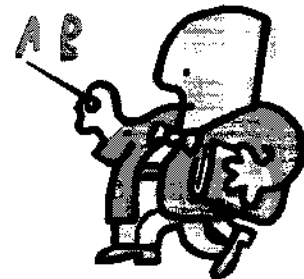
D. Make an appointment for your car

- for Saturday
- at 7:00 am
- leaking oil



E. Make an appointment to meet your son's teacher

- for next week
- after 3pm
- discuss your son's behavior



FINDING AN APARTMENT

- Fill in the blanks with the words below.
- Practice the conversation with a partner.

unfurnished bedroom month need apartment rent

A. I need a two _____ apartment.

B. I have a nice two bedroom _____ for rent.

A. How much is the _____?

B. It's \$875 a _____.

A. Is it furnished?

B. No. It's _____.

A. Thank you. I _____ a furnished apartment.

B. OK. Goodbye.

Questions to ask a partner:

1. What town do you live in?
2. Do you live in a house or in an apartment?
3. Do you have a yard?
4. Do you have a basement?
5. How many bedrooms do you have?
6. Do you have a gas or an electric stove?
7. Do you have a pet?
8. Do you have good neighbors? Are they noisy or quiet?

RIDING THE BUS

I. Dialogue A:

- Excuse me, does this bus go to PCC?
- No, it doesn't.
- Oh. Can you tell me which bus goes to PCC?
- Bus #41.
- OK. Thank you.

II. Dialogue B:

- Does this bus go downtown?
- Yes, it does.
- Can I have a transfer please?

III. Useful Phrases:

- Excuse me. May I sit down?
- Excuse me. Please ring the bell
- Excuse me. Please pull the cord.
- Excuse me. I want to get off.

A Sick Family



Hello, Dr. Lindsey?
This is George
Adams. I have
a very sick
family.

What's the
matter?



My son has a

_____.

He needs to _____

_____.



My wife has a

_____.

She needs to _____

_____.



My daughter has a

_____.

She needs to _____

_____.

And my tooth hurts.

I have a

_____.

Well, you need to _____

_____!



see a dentist

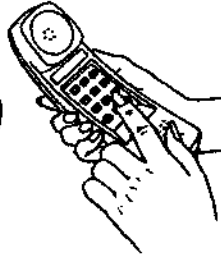
take aspirin

rest in bed

take cough medicine

911 Conversation

(You dial 911.)



911 Operator:

You:

_____ Police and Fire.
(city name)
Do you have an emergency?

What is the address you're calling from?

What is the telephone number you're calling from?

What is your name?

Please tell me the problem.

OK. But I need more information, please. Do you know the name of the person who needs help?

Thank you. Help is coming to you right now. You can hang up the phone.

Yes, this is an emergency.
I need help now.

(You hang up the phone.)

Conversation Strips

<p>Hello. <u>Atlantic Bell.</u> What city please?</p> <p>★</p>	<p>I'd like to call <u>Boston.</u></p> <p>★</p>	<p>Yes, who are you calling?</p> <p>★</p>	<p><u>Ana Romero</u> on <u>Garden Avenue.</u></p> <p>★</p>	<p>Thank you. The number is <u>724-9931.</u></p> <p>★</p>
<p>Hello. <u>Joe's Supermarket.</u> May I help you?</p> <p>●</p>	<p>Yes, please. I'd like to know your hours today.</p> <p>●</p>	<p>Our hours are <u>9:00 a.m. to</u> <u>6:00 p.m.</u></p> <p>●</p>	<p><u>9:00 to 6:00?</u> OK, thank you.</p> <p>●</p>	<p>You're welcome.</p> <p>●</p>
<p>Hello?</p> <p>■</p>	<p>Hello. I'd like to speak to <u>Sara</u>, please.</p> <p>■</p>	<p>I'm sorry. There's no <u>Sara</u> at this number.</p> <p>■</p>	<p>Is this <u>591-1643?</u></p> <p>■</p>	<p>No, it's <u>591-1653.</u> You have the wrong number.</p> <p>■</p>



Small Talk



How to Play

Copy and cut out the following cards and scenario.

For repeated use, mount each card on cardstock.

Shuffle and stack the cards face down on the table.

Together read the scenario.

Have your student turn over the top card.

This card indicates the topic of conversation.

Initiate the conversation.

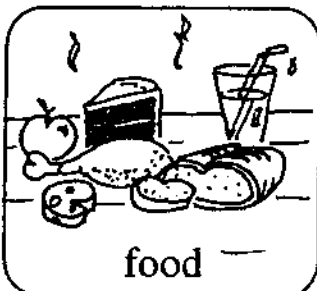
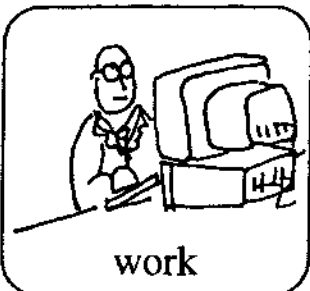
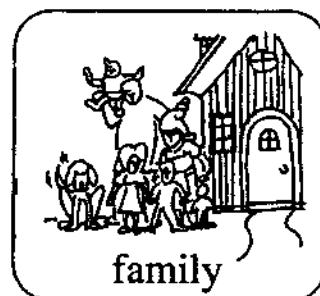
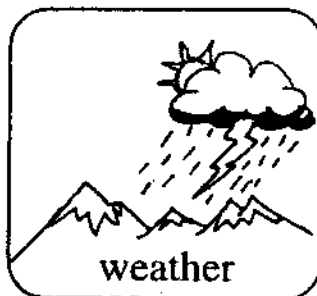
Encourage your student to continue the conversation with you.

When the conversation begins to falter, turn over the next card for a new conversation topic.

Continue for as long as desired or until all the cards have been used.

Scenario

You meet for the first time at a friend's birthday party. You have many common friends but you have never met each other. You would like to become better acquainted so you strike up a conversation.



Small Talk



A. Hi. How are you?



B. Fine. How are you?



A. Good, but it's pretty cold out today. I can't wait for spring.



B. I can't wait either!
★ I heard it's going to snow.



A. Really? How much will we get?



B. The radio said about four inches.



A. Wow! I'd better get home.



★ See you.

B. Bye!



A. So, what are your plans for the weekend?



B. We're going up to the lake.
★ What about you? Are you going anywhere?



A. No, I have to fix some things around the house.



B. There's always something to do around the house.



A. Yeah. But I can't complain.
★ Last weekend we went to the beach.



B. Well, you can't have fun all the time!



A. You're right. Well, you have fun. Catch a fish for me!



B. I'll try. See you later.



Focus Area 2: Reading and understanding simple authentic materials

Suggested Props: A prescription, a college class schedule, a report card, a menu from a restaurant, care instructions for a garment, food labels, payroll stubs, a bus schedule

Activity 1: Reading simplified authentic materials and answering comprehension questions about the text

1. Introduce a short authentic text

- Do some pre-reading activities to help provide context for the reading and to enable the students to connect their background knowledge to the reading.
- Some suggestions for pre-reading activities are:
 - o *Discussion:* Use discussion about the topic to develop the student's base of knowledge, and to see what he already knows about the topic.
 - o *Sentence completion:* Use this activity to generate discussion. For example, when reading a prescription you could ask the student to complete the following sentence: 'When I have I headache I ____'.
 - o *Title reading:* Read the title of the text aloud and ask the student to predict what he thinks it will be about.
 - o *Picture description:* Select a picture (or more than one) related to the topic of the reading. Show the picture(s) to the student and have him describe what he sees happening in the picture, or to imagine what the people in the picture are thinking. You can continue to ask questions about the picture to encourage additional discussion.
- Review vocabulary as necessary

2. Practice with some pre-selected materials

- Give the student an authentic text (see worksheets for examples)
 - Have student read the material and answer the questions
 - Have the student read the material aloud to you
 - Discuss the answers with the student
-

Variations

- Follow the same procedure above with other types of items i.e. a menu from a restaurant, care instructions for a garment, food labels, employment ads, want ads, payroll stubs, bus schedules, charts, graphs etc.
- Have the student bring in materials that he would like to understand better.

Reading authentic material and answer comprehension questions about the material

Reading a Report Card

Student: Becky Chen Teacher: Mandy Herrera	Grade: 7	School Name: Neil Armstrong		
SUBJECT AREAS				
Reporting Periods				
	1	2	3	4
Reading	B	C	C-	C
Language	C	C	C+	B-
Spelling	B	B	B	B+
Mathematics	C	B	B+	A-
PERSONAL DEVELOPMENT				
E = Excellent S = Satisfactory I – Improvement Needed U = Unsatisfactory				
Reporting Periods				
Follow directions	I	S	S	S
Complete assignments/homework	I	S	S	S
Turns work in on time	I	I	I	I

Read the questions and write the answers.

1. What did Becky make her best grade in?

2. What was Becky's worst grade?

3. Does Becky do her work on time?

4. Does Becky follow directions well?

Reading authentic material and answer comprehension questions about the material

Portland Community College Schedule

■ Forest Grove

(Info: 503-533-2708. To register, see p. 6.)

Registration and testing for Survival English classes will be held in Hillsboro at St. Matthews School on Monday and Thursday, March 18th & 21st at 6:30pm, Room 8 and also at Poynter Middle School, Wednesday, March 20th, 6:30pm, room 14.

Survival English I — Introduction to basic English for Spanish speakers. No English required. Tuition: \$0.

27885 Forest Gr. EGARMS A3 6:30P-8:30P TTh 4/2-6/6 Campos

Survival English II — Some English required for this course. Tuition: \$0.

24617 Forest Gr. EGARMS A3 6:30P-8:30P TTh 4/2-6/6 Rodriguez

Preparation for GED in Spanish — For Spanish speaking students. Class prepares you for the GED test in Spanish. Overview and placement information, call 503-693-3237. Tuition: \$20.

27873 Forest Gr. EGARMS A3 6:30P-8:30P TTh 4/2-6/6 Derrud

■ Hillsboro

(Info: 503-533-2708. To register, see p. 6.)

Registration and testing for Survival English classes will be held in Hillsboro at St. Matthews School on Monday and Thursday, March 18th and 21st at 6:30pm, room 8 and also at Poynter Middle School, Wednesday, March 20th, 6:30pm, room 14.

Survival English I — Introduction to Basic English for Spanish speakers. No English required. Tuition: \$0.

25231 Hillsboro POYNTR 7:00P-9:00P TTh 4/2-6/6 Kauth

21968 Hillsboro STMATH 8 7:00P-9:00P TTh 4/2-6/6 Caisse

25362 Hillsboro JBTMS 3A 7:00P-9:00P TTh 4/2-6/6 Galindo

24532 Hillsboro STMATH 8 9:00A-12:00P Sat 4/6-6/15 McElmly
No class 5/25

Survival English II — Some English required for this course. Tuition: \$0.

22286 Hillsboro STMATH 8 7:00P-9:00P TTh 4/2-6/6 Class

23958 Hillsboro POYNTR 2 7:00P-9:00P TTh 4/2-6/6 Brown

Survival English III — Prior English required for this course. Tuition: \$0.

23666 Hillsboro JBTMS 114 7:00P-9:00P TTh 4/2-6/6 Ramos

Preparation for GED in Spanish — For Spanish speaking students. Class prepares you for the GED test in Spanish. Overview and placement information, call 503-693-3237. Tuition: \$20.

24615 Hillsboro MONTE 12:00P-2:00P Tue 4/2-6/6 Torres

21843 Hillsboro POYNTR 7 7:00P-9:00P MW 4/1-6/10 Trevino

No class 5/27.

INEA - Spanish Literacy — Learn to read and write basic Spanish. Testing certificates available in elementary education. No class 5/27. Tuition: \$0.

27884 Hillsboro STMATH 8 7:00P-9:00P MW 4/1-6/10 Torres

Family Literacy — Class is designed to increase the communication skills of non-English speaking families. No class 5/27. Tuition: \$0.

25312 Hillsboro ALSTCH 6:30P-8:30P TTh 4/2-6/18 Mazer

Read the questions and write the answers.

1. What days of the week are the Survival English classes in Hillsboro?

2. Who is the teacher for INEA?

3. What time is the GED in Spanish class in Forest Grove?

4. Can I take the Survival English in Hillsboro and Forest Grove?

The Best Classes for You

A. Look at the class schedule.

Oakton Community College		Summer Programs	
Adult Continuing Education—English as a Second Language			
<p>ESL 011 Conversational English For beginning speakers of English. Learn basic listening and speaking skills. Cost: \$70 Oakton Community College, Room 2162 Tues. & Thurs., 7:15–9:45 p.m. 6 1/2 weeks – Starts Thurs., 6/10</p>	<p>ESL 022 U.S. Government Prepare for the interview to become a U.S. citizen. Learn about history and the U.S. form of government. Cost: \$30 Niles North High School, Room 306 Mon., 7:00–9:30 p.m. 6 weeks – Starts Mon., 6/14</p>	<p>ESL 012 Conversational English For adults who can speak and understand basic conversations. Learn to listen and speak in many different situations. Learn more about life in the United States. Cost: \$70 Oakton Community College, Room 2170 Mon. & Wed., 2:00–4:30 p.m. 6 1/2 weeks – Starts Wed., 6/9</p>	<p>ESL 200 Practical Reading and Writing For second-level ESL learners. Learn to read forms, magazines, and newspapers. Learn to write letters and fill in applications and forms. Cost: \$45 Niles North High School, Room 310 Wed., 7:00–9:30 p.m. 7 weeks – Starts Wed., 6/9</p>

B. Read about each learner. Which classes would be best for him or her? Write them on the lines.

Learners	Best Classes
1. Juan has just arrived in the United States. He knows only a little English. He wants to become a U.S. citizen.	_____

2. Lia has been in the United States for six months. She knows no English. She wants to become a U.S. citizen.	_____

3. Mark is visiting from Poland. He knows no English. He wants to learn some English before returning home.	_____

4. Teresa is a U.S. citizen from Puerto Rico. She knows some English. She wants to learn English well and get a job.	_____

Reading authentic material and answering comprehension questions

Reading a Prescription

Haggens		18000 NW Evergreen
Pkwy Food & Pharmacy	Beaverton, OR 97006 (503) 614-3450	
RX. 163	Dr. Williamson, Patrick	
LOPEZ, MARIA DE JESUS, 04-22-2001		
TAKE ONE TABLET ORALLY TWICE DAILY – MAY CAUSE DROWSINESS		
FLUMADINE	100MG	TAFOR #10
Refills: NO REFILLS	Expires: 04/22/2003	

Read the questions and write the answers.

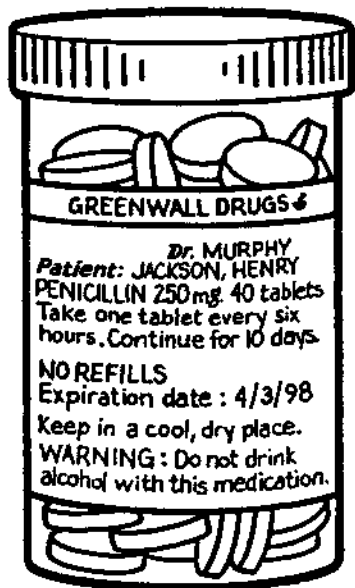
1. How many of these tablets should Maria take daily?

2. How many refills does Maria get?

3. Does this medication have side affects?

4. The doctor gave Maria these tablets because she had flu like symptoms. Maria's father has been feeling sick too. Should he take some of Maria's tablets? Why or why not?

Prescriptions



This drug is a

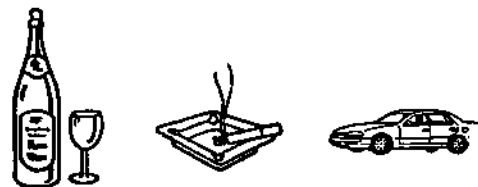


How much do you take in one day?



How many days do you take it?

Do not



This drug is a



How much do you take in one day?



What is the medicine for?

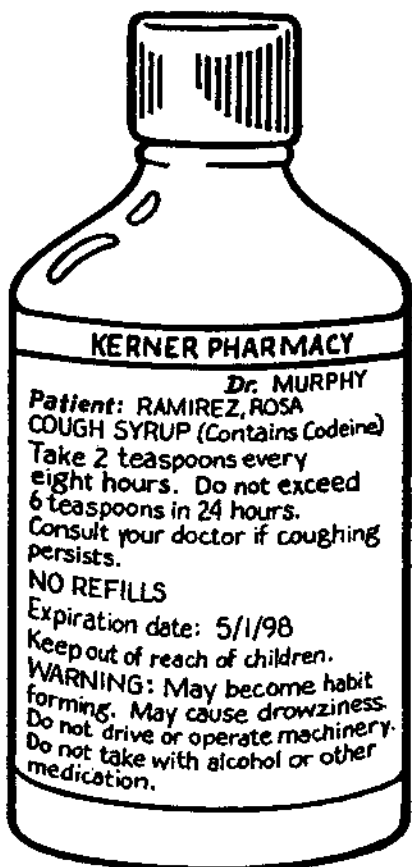


Do not



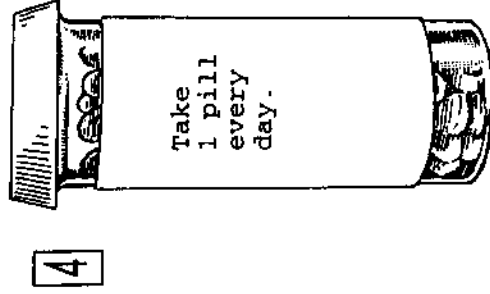
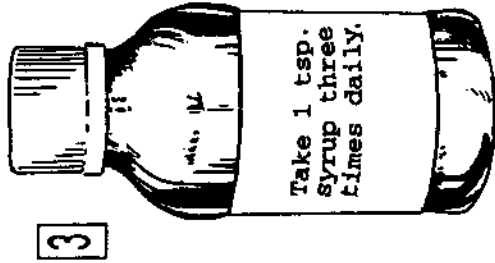
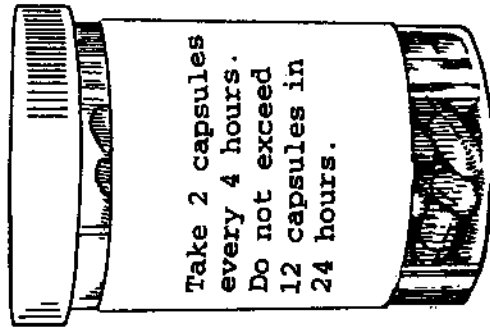
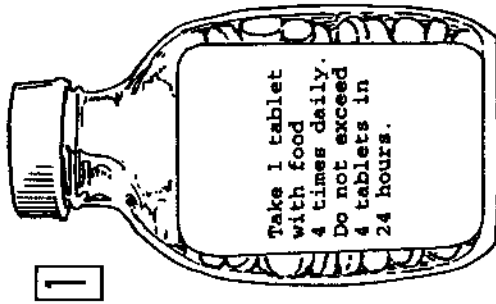
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HANDOUT



How Often Do I Take This?

Read the directions on each medicine bottle. What form of medicine is it? How often do you take it in a day? What is the most you should take in a day? Fill in the chart.

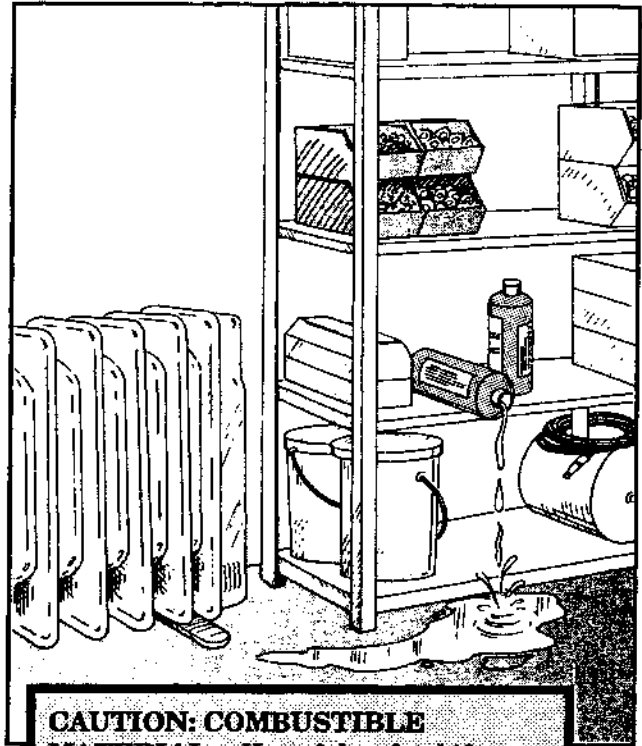


Form of Medicine	How Much/Many at One Time	How Many Times a Day	How Much in One Day	Special Directions
1.				
2.				
3.				
4.				

Warning Labels



WARNING—THIS TOY CONTAINS SMALL PARTS. DO NOT USE WITH CHILDREN AGES 3 AND UNDER.



CAUTION: COMBUSTIBLE MATERIAL—Harmful or fatal if swallowed. Avoid contact with skin and eyes. Use only with ventilation. Do not use or store near heat.



DANGER! FLAMMABLE! Toxic ingredients. Keep away from fire and do not puncture.

Cash Register Receipts

SAVE-ALL SUPERMARKET WELCOME TO SAVE-ALL

FEBRUARY 21 5:52 PM
STORE 49
REGISTER 7 OPERATOR 102

1.25 LB @ 1 LB/ \$.99	
GR PEPPERS	1.24
ICE LETTUCE 2 HD	
EMP APPLES 3 LB BAG	1.49
WHT BLEACH	.89T
2 LB @ 1 LB/ \$ _____	
CHICKEN	7.98
BR RICE	
	9.99T
SKIM MILK 1/2 GAL	1.09
.50 LB @ 1 LB/ \$2.69	
GRD BEEF	
ONIONS 3 LB BAG	1.19
BAGELS	
BROCCOLI 2 BUNCH	1.58
1 @ 2/ 1.89	
CLEAN-UP PAP TOWEL	.95T
SUBTOTAL	_____
TAX	.59
TOTAL	_____
CASH TEND	35.00
CHANGE	_____

SAVE-ALL SUPERMARKET

Green Peppers from Florida

99¢/lb.



Iceberg Lettuce 99¢/head

Yellow Onions \$1.19/3-lb. bag

Empire Apples 3-lb. bag only \$1.49

Bagels \$1.69/pkg.



Skim Milk

\$1.09 1/2 gallon

Home-Cooked Chicken

\$3.99/lb.



Fluffy Diapers

Econo-Box \$9.99

Lean Ground Beef \$2.69/lb.

Clean-Up Paper Towels

2 rolls for **\$1.89**

Long-Grain Brown Rice

1.39/2-lb. bag



White Bleach

89¢ 1/2 gal. bottle

Broccoli

79¢/bunch



PORTLAND MAP

Note to the Tutor: You will need a map of Portland for this activity. Tri-Met maps work well too.

- Many newcomers to Portland say that it is a confusing city. It is difficult to drive around Portland because it has so many rivers and bridges.

Activities

A. Look at the map. Find the Willamette River. It flows through the city of Portland. There are eleven bridges in the Portland area that cross the Willamette. What are their names?

- | | | |
|-----|-----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | 11. | |

B. Find the Columbia River. It is north of Portland. There are two bridges across the Columbia from Portland to Vancouver. List them. What is the number of the freeway that crosses these bridges?

- | | |
|----|----------------------|
| 1. | Freeway number _____ |
| 2. | Freeway number _____ |

C. Three important islands in Portland are Swan Island, Ross Island and Sauvie Island.

Which island is the most north? _____

Which island is not a true island? _____

Which island is near the University of Portland? _____

D. Downtown Portland has many parks.
Where are the North Park blocks?
Where is Waterfront Park?

Focus Area 3: Communicating ideas and information in paragraph form.

Suggested Props: paper, note cards, pen

Activity 1: Writing notes for 'real-life' situations

1. Introduce the concept of a note
 - Discuss any new vocabulary in regards to writing a note (see attached)
 - Discuss the rationale for writing a note with the student
 - Brainstorm a list of reasons to leave a note

 2. Introduce an example of a simple note
 - Show examples of notes to the student.
 - Ask the student to explain why the note was written.

 3. Have student write a simple note
 - Discuss the differences with your student between an informal, and a formal note
 - Review with the student the components of a note (see worksheet)
 - Have the student identify the parts of a note (see worksheet)
 - Have student practice writing sample notes (see worksheet)
-

Variations

- Write several different situations where a note would need to be written. Have student choose one and write an appropriate note.

- Have student give some instances in which he has needed to write a note. Discuss and have him write some practice notes he can use.

- Have the student address an envelope.

- Bring in different types of cards such as, thank you cards, birthday cards, graduation cards etc. Have your student write the appropriate type of note in the different cards.

Write simple notes in real life contexts.

Vocabulary

considerate – thoughtful

disturb – bother

note – a short letter

pick up – get

remind – tell someone to remember

Why write a note

At times, it is more considerate to leave a note for someone than to disturb them. For example, you could leave someone a note if you want to remind a person:

- ❖ of an appointment you have together
- ❖ that you won't be home for dinner
- ❖ to pick up your mail

If you leave a written message, there is less chance the person will forget it. Another good time to leave a note is when you have a message for someone who isn't home. When you leave a note, you can be sure that you have let the person know your message.

Reasons to leave a note



Write simple notes in real life contexts.

Examples of short notes

May 5, 2003

Mom,
I won't be home until
4:30. I'm going to the
library after school with
Juan.

Bryan

Sept. 8, 2002

Imelda,
Please pick me up in
front of Hanks on
Baseline St. at 3:30.
I'll be waiting outside.

Jacki

January 4, 2002

Valentina,
I'll be at the office
until 6pm. The
vegetable soup is on
the stove. Please turn
the burner on low at
5:30. See you later.

Mom

- Discuss with your tutor the reason each note was written.
-
-
-

Write simple notes in real life contexts.

Writing more formal notes and messages.

Discuss the times you might write a more formal note with your tutor.

Vocabulary

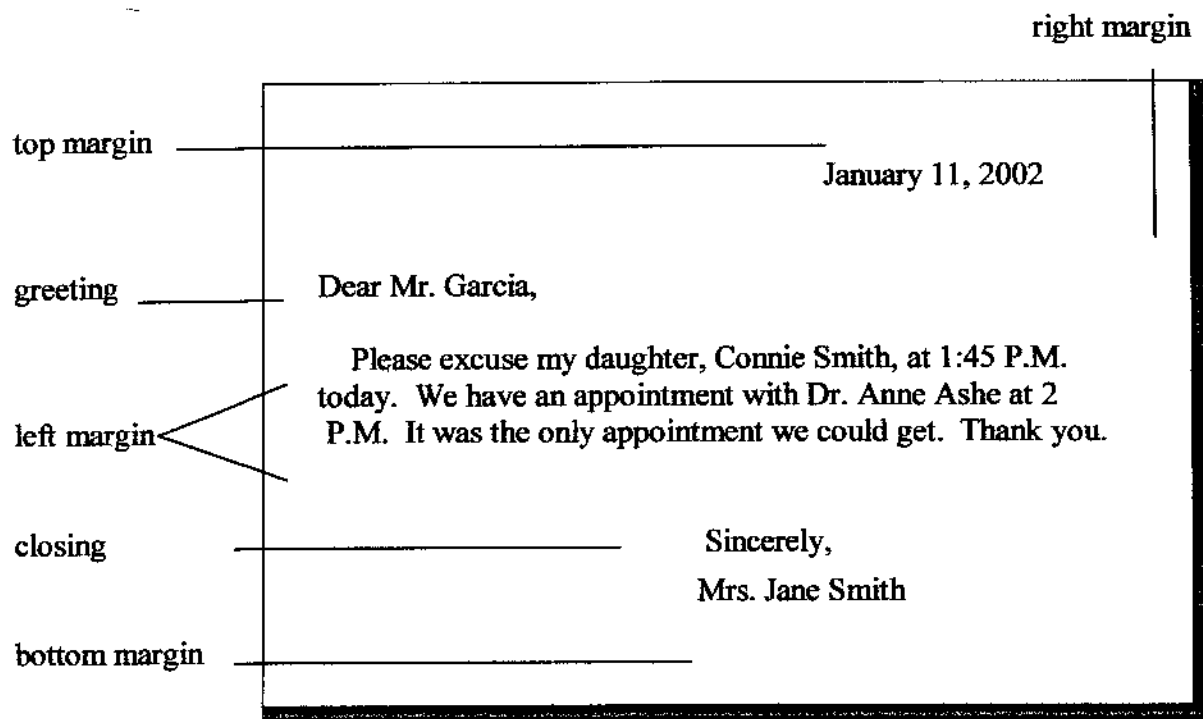
Discuss the meaning of each word briefly.

Parts of a note

date
greeting
note
closing

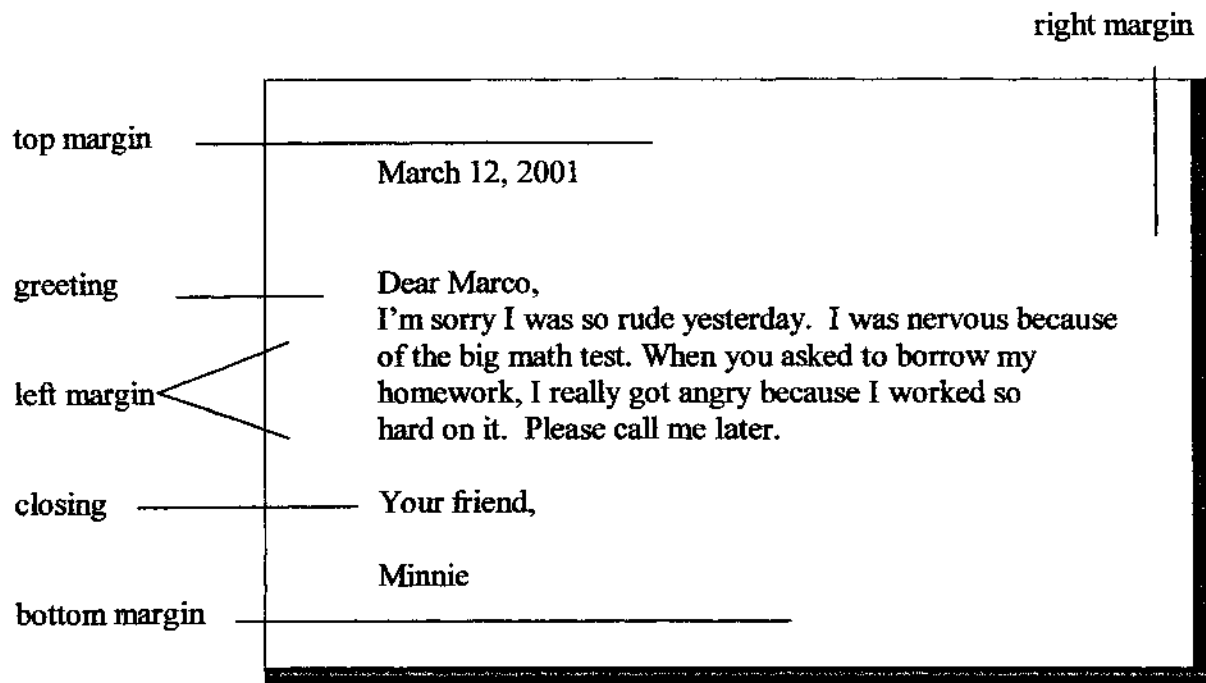
Extra vocabulary

indentation
margin (top, bottom, right, left)



Write simple notes in real life contexts.

Writing more formal notes and messages (continued).



Review

- Match the following words with their definition

margin	a word or phrase used to end a letter
greeting	a short letter
note	the greeting in a letter, usually beginning with Dear
indentation	the space that is left empty on the paper
closing	the spaces before the first word of the note

Write simple notes in real life contexts.

Procedure for Writing a Note

- ❖ Use a piece of paper that is large enough to be seen, or a note card.
- ❖ Organize your thoughts and then write down your message.
- ❖ Be sure your handwriting, including your signature is easy to read.
- ❖ Put your note where it will be seen by the person you want to read it.
- ❖ Read your note again. Be sure your message is clear.

Practice A

Write a note for someone. Choose a subject applicable to your student's life or use the following situation:

Situation: You leave the house before your brother is awake. You want him to pick you up at your friend's house at 6 P.M. Think about what he needs to know and write a note to leave for him.

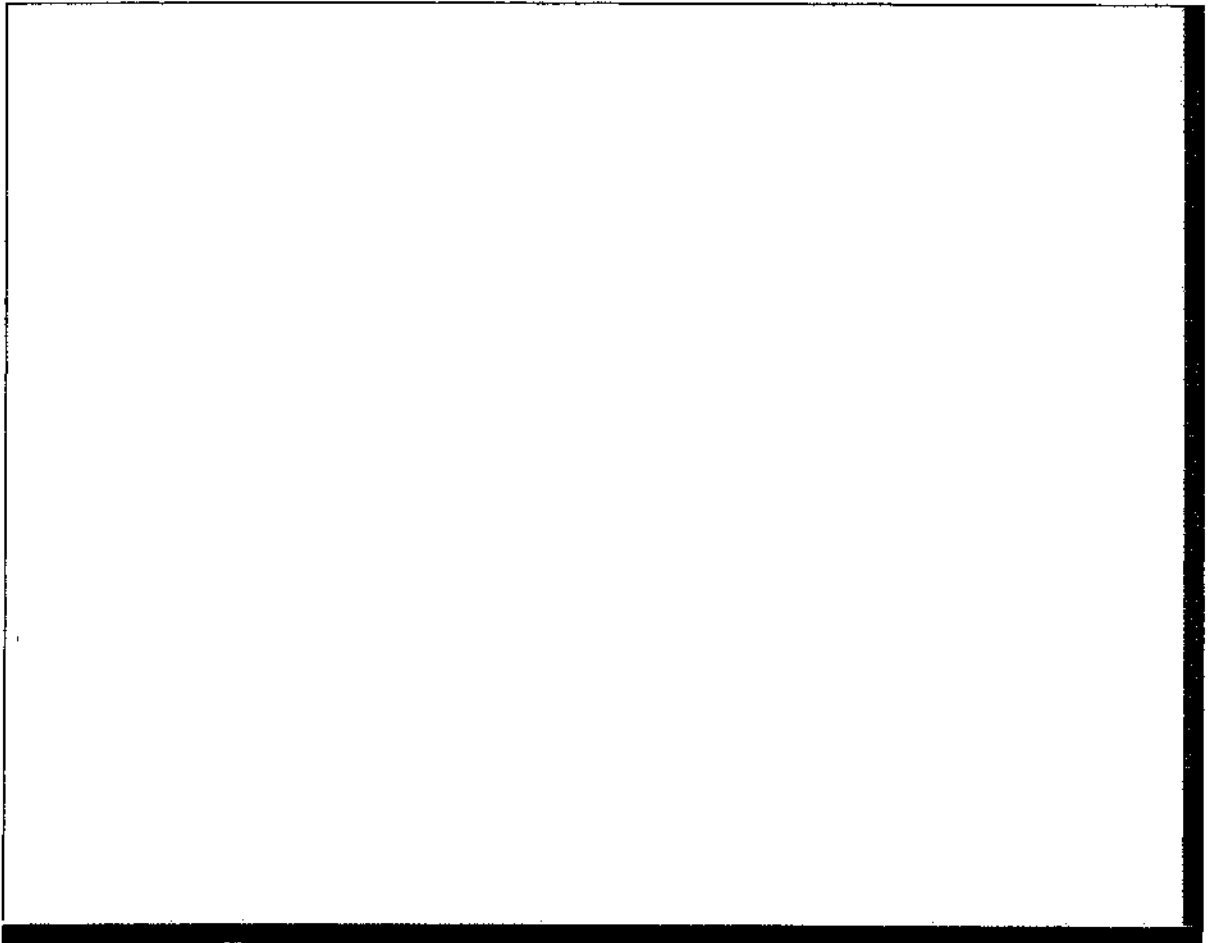
Discuss these questions with your tutor.

1. Did you remember to tell your brother your friend's name?
2. Did you leave your friend's address and phone number?
3. Did you write the time you want to be picked up in the note?

Practice B

- Write a note for someone.

Situation: You will be leaving for five days to take care of some family business in Mexico. You must take your children out of school. Write a note to the school principal.

A large, empty rectangular box with a black border, intended for the student to write a note to the school principal. The box is currently blank.

Writing a Letter to a Friend

You are visiting your sister in Seattle, Washington. Your friend Kim drove you to the airport. Kim is going to pick you up when you return.

Write a **thank-you note** to Kim. Include:

- the date when you will return
- the airline name
- the flight number
- the arrival time
- where you will meet her

DEAR KIM,

- Address the envelope below to:
Kim Ho, 745 Eddy St., Portland, OR 97208
- Put your name and address in the space for the return address.

Focus Area 3: Communicating ideas and information in paragraph form

Suggested Props: Blank 3/5 index cards, pictures of famous people, information about famous people, personal photos

Activity 2: Write an autobiographical paragraph.

1. Introduce the idea of a paragraph.
A paragraph is a group of sentences about the same topic.
 2. Have your student do some writing, practicing the idea of a paragraph. (see worksheet)
 3. Introduce the concepts of biographies and autobiographies.
 - Show examples of famous people's biographies. You can check them out from the local library, or search on the Internet for people that your student may be interested in.
 4. Have your student talk about his life. Share your story as well. If appropriate bring pictures.
 5. After some general sharing, discuss specific questions. For example:
 - Are you married?
 - How many years did you go to school in your country? (for a list of questions see worksheet)
 6. Have your student write answers to the personal questions using complete sentences.
 7. With your student look at a model autobiographical paragraph.
 8. Have your student write a paragraph about himself.
-

Variations

- Work with your student to prepare a time-line from birth to the present day. Perhaps continue the timeline into the future to include the student's goals.
- Spend some time reading the biographies of famous people. Good material is available at local libraries on the Internet, or from your coordinator.
- Do the activity 'Our Lives'.
 - Procedure:
 - A. Give your student 3-5 blank index cards. Take 3-5 blank cards for yourself.
 - B. TASK: On each card write the date and 1-3 words describing an important event in your life. One event per card.
 - C. Arrange ALL the cards (from you AND your student) in chronological order.
 - D. Take turns giving additional details/information about each card. Talk for 30 seconds.
 - E. Continue until all the cards have been discussed.
 - Ex. Card: 2000 / Portland
 - Student: In the year 2000 I moved to Portland because my family lives here. I thought it would be a nice place for my children.

Discussion Questions

1. What's your name?
2. Where are you from?
3. How long have you lived in Oregon?
4. When did you leave your country?
5. What year did you arrive in Oregon?
6. Did you work in your country?
7. What job did you do in your country?
8. Are you working now? What do you do?
9. Are you married?
10. Do you have any children? How many? When were they born?
11. How many years did you go to school in your country?
12. How long have you been studying English?
13. Is there anything else you would like to talk about?

Anna' Story

Anna was born in Poland in 1961. She got married in 1981. She had her first child in 1984. Her husband came to the United States in 1989. She came to the U.S. with their child in 1993. She started school in 1994. She wants to become a citizen. She's learning the Pledge of Allegiance now.

Complete Anna's timeline.

1993	She _____.
1994	She _____.
1989	Her husband _____.
1984	She _____.
1981	Anna _____.
1961	Anna _____.

Write about Yourself

_____ Story

I was born in _____ in _____.

I got married in _____. I had my first child in _____.

I came to the U.S. in _____. I started school in _____.

Complete your own timeline,

Date

What happened?



I was born.

My Experience

My name is _____. I'm from _____.

I lived in _____ for _____ years.

In _____ I left my country. I went to _____.

I came here to _____, in _____.

In my native country, I was a _____. In the United States,

I'm a/an _____. I like to work _____.

_____. I can _____.

In _____ years I'd like to be _____.

_____.

Paragraphs

- Write down six things you did this morning

Some examples:

got up
ate breakfast
drank coffee

List

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- Now make each item from your list into a complete sentence.
- Add at least one more piece of information to each sentence.

Example:

1. I got up at 8:00.
2. I ate cereal for breakfast.
3. I drank two cups of coffee.

Sentences

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- On the back of this sheet rewrite your sentences in paragraph form. Start each new sentence right after the one before. Remember to use indentation, capital letters and periods. Give your paragraph a title.

Example:

My Morning

I got up at 8:00. I ate cereal for breakfast. I drank two cups of coffee. It was very good.

About Myself

- Write a short paragraph about yourself.
- Study the model paragraph before you write.

Model Paragraph #1:

About Me

My name is Mario Gonzalez. I was born in 1950 in Guatemala. In my country I worked as a bus driver. I came to Oregon in 1995. I have lived in Portland for 7 years. In Portland, I work in a restaurant. I am married and I have 5 children. I study English every Tuesday at PCC.

Model Paragraph #2:

About Me

My name is Marina Schueleva. I was born in 1978 in Russia. In my country I didn't work. I stayed at home with my baby. I came to Oregon in 2001. I have lived in Portland for 1 year. In Portland, I work at McDonald's. I am married and I have one son. My son is 10 years old. I study English two evenings a week in Tigard. When my English is better, I want to work as a nurse.

Your Paragraph:

Focus Area 4:

Performing simple tasks using technology

Suggested Props:

2 telephones (real or toy), blank 3x5 cards, real answering machine

Activity 1:

Leave a message on a telephone answering machine.

1. Introduce and practice different types of numbers. Ex: phone numbers, area codes etc. (see worksheet)

2. Practice short phone conversations with your student, by role-playing the following short dialogues.

A. Hello.

A. Hello.

B. Hello, is Juana there?

B. Hello, is Juana there?

A. Yes, this is Juana.

A. I'm not sure, let me check.

A. Hello.

A. Hello.

B. Hello, is Juana there?

B. Hello, is Juana there?

A. Yes, just a minute, I'll get her.

A. No, she isn't. Can I take a message?

B. Yes, please tell her _____ called. I'll call back later.

3. Use dictation to improve your student's listening skills. Read the following dialogue, and have your student write down the correct phone numbers.

A. What city?

B. Portland.

A. Go ahead.

A. What's the number for Bob's Auto Repair Shop?

PCC

Oregon DMV

Blockbuster Video Store

Providence Hospital

B. The number is 503-573-4693. Once again, that's 503-573-4693.

503-977-4993

503-977-4993

503-344-8756

503-344-8756

503-534-9087

503-534-9087

503-699-4261

503-699-4261

4. Ask your student to tell you what he knows about answering machines. Ask him if he has one at home.

6. With your student, brainstorm what information is important when leaving a message on an answering machine. (Ex. name, time, reason for call, phone number)

7. Role-play leaving a message on an answering machine. Model several short messages before asking your student to do one on his own.

Variations

- If the student feels comfortable ask him to call your home and leave you a message.
- To practice listening to answering machines messages, have your student call the Information Guide (503) 291-6030. One sample page is included here, see the front of your phone book for more topics.

Numbers Numbers Numbers

- Numbers are used in many different ways. Look at the following list and talk about the different types of numbers.

A. 503-555-1212 - information

B. 911 - emergency / police and fire number

C. 92111 - zip code

D. 0-541-778-5670 - operator-assisted long distance call; you pay

E. 503-677-4867 - local call, caller doesn't pay

F. 0 - operator

G. 239-76-0456 - social security number

H. 1-216-654-2345 - direct-dial long distance, you pay

-
- Are there other important numbers that you need to know? List them below.

Yes or No

- Ask a partner these questions.
- Check if the answer is **Yes**; leave blank if it is **No**.

Have you _____ ?

1. called 911? _____
2. used 555-1212? _____
3. dialed 0? _____
4. called long distance? _____
5. called for a time check? _____
6. used an 800 number? _____
7. talked to a telephone operator? _____
8. dialed the wrong number? _____
9. called an 888 number? _____
10. used a pay phone? _____
11. taken a phone message? _____
12. read the phone book? _____
13. used a cell phone? _____
14. left a message on an answering machine? _____
15. called another country? _____

The Answering Machine

- Leave a message on a telephone answering machine.

Remember to include:

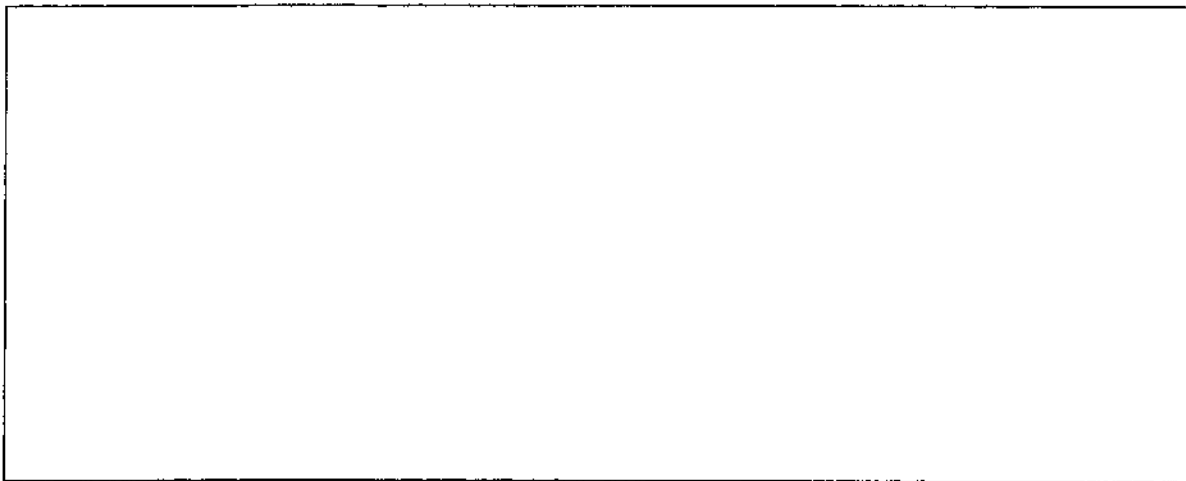
1. Your name
2. The time of your call
3. The reason for calling
4. Your phone number

A.

Hi. This is Mary. We are unable to answer the phone now, so please leave a message after the beep. Thank you.

BEEP.

B.



News, Sports & TV

National & World News

- 2000 National News Headlines
- 2001 World News Headlines

Business News & Market Updates

- 6026 Business news headlines
- 6027 Stock market updates
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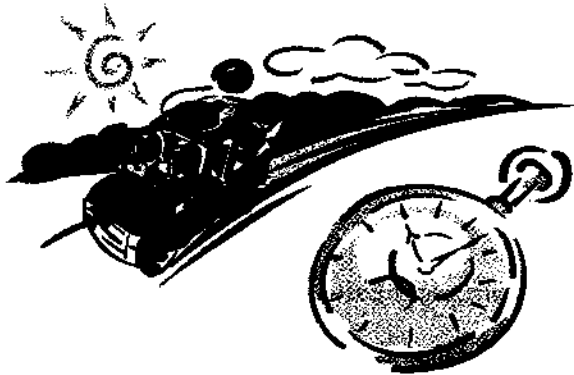
Call 503-291-6030

Enter a 4-digit extension

Press 9 for Recorded Instructions
 Press * to Repeat Message
 Press # to Skip Message

**FREE 24 Hours a Day
 7 Days a Week**
 Toll charges apply in some areas

Time & Weather



Time

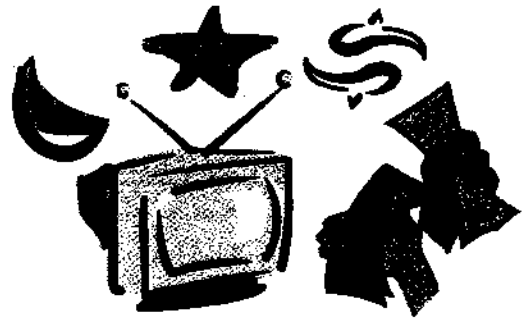
1234 Current Local Time & Temperature

Weather

U.S.A.	Canada
2069 Albuquerque	6398 Alberta Provincial
2003 Anchorage	6400 Calgary, Alberta
2004 Atlanta	6402 Edmonton, Alberta
2005 Atlantic City	2044 Montreal, P.Q.
2006 Baltimore	6407 Ottawa, Ontario
2007 Boston	6408 Quebec City, P.Q.
2008 Chicago	2049 Toronto, Ontario
2009 Cincinnati	2050 Vancouver, B.C.
2010 Cleveland	6411 Winnipeg, Manitoba
2011 Columbus	
2012 Dallas	
6430 Denver	
2068 Des Moines	
2014 Honolulu	
2015 Houston	
2016 Indianapolis	
2017 Kansas City	
2018 Las Vegas	
2019 Los Angeles	
2020 Miami	
2021 Milwaukee	
2022 Minneapolis	
2024 New York	
2025 Philadelphia	
2026 Phoenix	
2027 Pittsburgh	
2215 Portland	
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Horoscopes, Soaps & Lottery



Horoscopes

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Call 503-291-6030

Enter a 4-digit extension

Enter extension 8000 for information on audio services and advertising

FREE 24 Hours a Day 7 Days a Week
Toll charges apply in some areas

Focus Area 4: Performing simple tasks using technology

Suggested Props: Computer, picture of a computer, blank 3x5 cards

Activity2: Identify and use basic parts of a computer

1. Introduce key vocabulary including:

- | | |
|-------------|--------------------------------------|
| - monitor | - keyboard |
| - cursor | - log-on |
| - CPU | - log-off |
| - mouse | - open |
| - start-up | - close |
| - shut-down | - click / double click / right click |

• Ideas for introducing vocabulary:

- use flashcards (tutor writes new vocabulary words OR student writes them himself)
- create 'matching' worksheets, where the student must match the word with the correct definition, or with the correct picture.
- give the student a list to take home and study

2. Review the vocabulary

- look at a real computer, or a picture of one, with your student
- ask your student to point to the monitor, point to the mouse, etc.
- have your student name all the parts of the computer that he can

3. Using a real computer, demonstrate the following tasks:

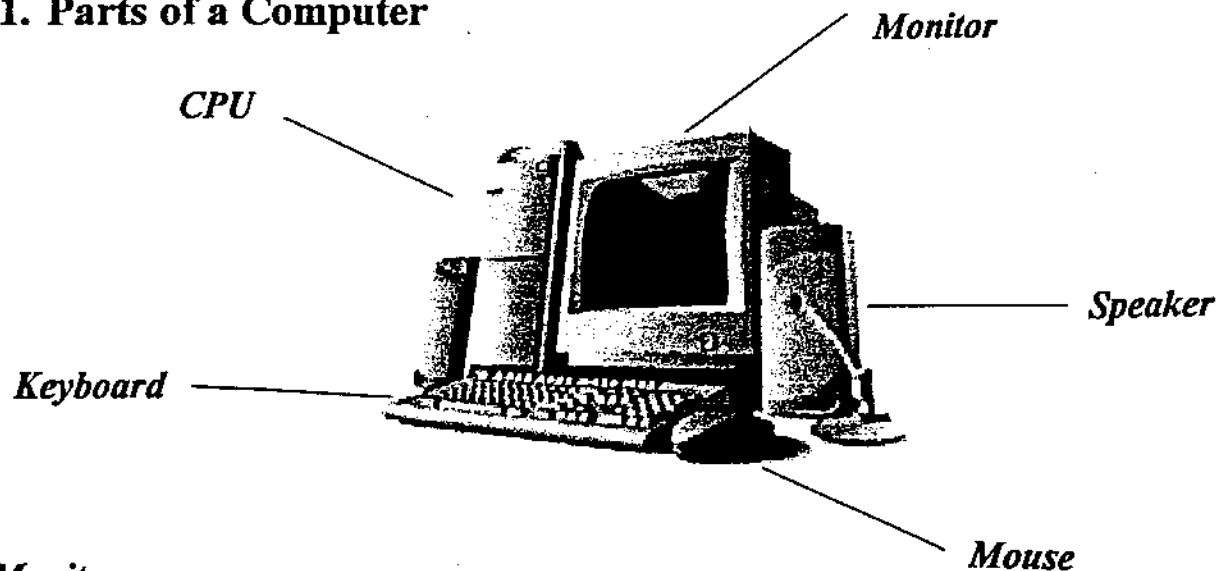
- turn the computer on
- start a program by double clicking on an icon
- use the mouse to control the cursor within the program
- close the program
- turn off the computer

4. Help your student practice and master the above five tasks.

Variations

- If the student is already familiar with the basic tasks described above, have him do additional tasks, such as opening a word processing program, typing his name, address, and telephone number, saving and closing the document.
- Take a field trip to the local library or to a PCC computer lab.
- If programs are available, encourage your student to learn to touch type using the computer. (For example, *Maervis Beacon Teaches Typing* or *Typing Tutor*.)

1. Parts of a Computer



Monitor –

The monitor is where you keep track of what you are doing. It is also called a Screen or Display.

CPU (Central Processing Unit) –

The CPU is the part that contains the “motherboard” which holds the computer chips that are used to process your commands.

Floppy Disk Drive –

The Floppy disk drive records and retrieves information stored on floppy disks.

Keyboard –

The Keyboard is used to enter text into the computer and issue commands.

Mouse –

A mouse is another input device for giving the computer instructions. It lets you select and move items on your screen.

2. How to Use the Mouse

1) Parts of the Mouse –

Usually, the mouse has a left and right button. You can use these buttons to select commands and choose options. Under the mouse, there is a ball that senses movement.

2) Using the Mouse –

Click, double click, and drag and drop are some terms for mouse usage.

The Mouse Pointer: 

Click – press and release the left mouse button once.

Double click – quickly press and release the left mouse button twice.

Make sure the mouse does not move while you double click.

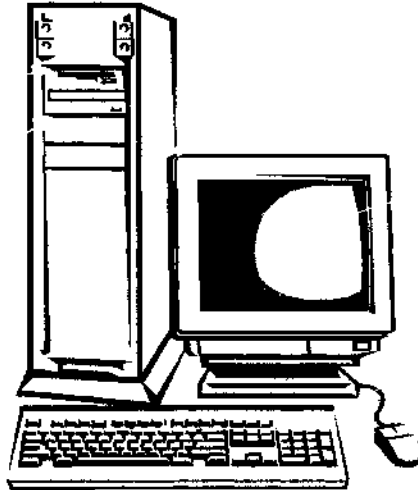
Drag and drop – when the mouse pointer is over an object on your screen, press and hold down the left mouse button. Still holding down the button, move the mouse to where you want to place the object and then release the button.



A Few of the Basics...

A **computer system** consists of the hardware and software.

Hardware is the equipment that makes up the computer system. This includes the system unit (which houses the CPU or Central Processing Unit), speakers, mouse, keyboard, printer, etc.



NOTE: Computers vary. Your disk drives may not look like the above illustration.

Software is a set of instructions that tells the computer how to perform a task. A computer cannot work without software. There are different kinds of software.

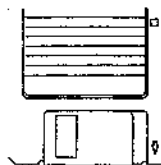
Operating system software manages the hardware and the other software on your computer. Example: Windows 98

Applications software is designed to do a specific task, such as word processing, spreadsheets, or database management, etc.

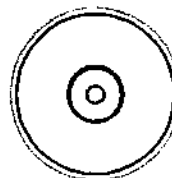
Examples: WordPerfect, Excel, Access, Games

When you purchase software, it is usually on a CD-ROM disk. However, it can be on a floppy disk.

Floppy disk



CD-ROM



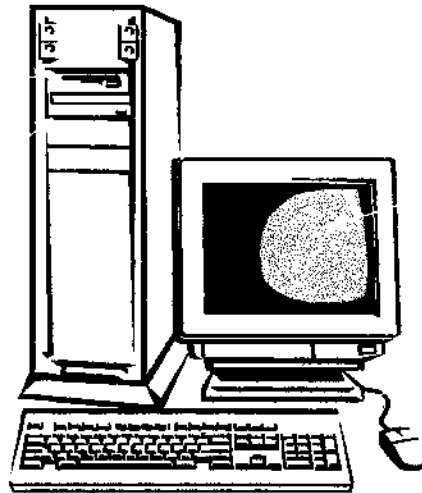
Complete Worksheet #1 - A Few of the Basics!

Name _____ Date _____

Label The Parts Of The Computer System

1. _____

2. _____

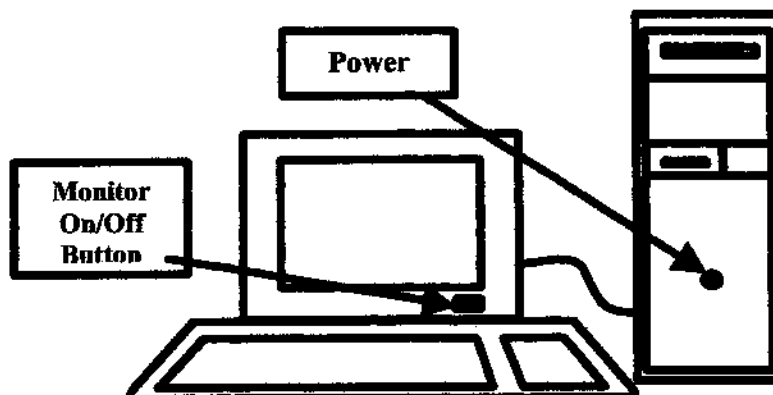


3. _____
4. _____
5. _____
6. _____

Match the term on the left with the appropriate definition / description on the right

- | | | |
|----------------------|-------|--|
| A. Keyboard | _____ | Hand-held device that controls the pointer on the screen |
| B. Monitor | _____ | Contains the disk drives; Stores the processor |
| C. Floppy Disk Drive | _____ | Looks like a typewriter; Allows you to relay information to the computer |
| D. Mouse | _____ | Slot in the system unit that accepts a 3 1/2" disk |
| E. CD-ROM Drive | _____ | Shows you what you are doing with the keyboard or the mouse |
| F. System Unit | _____ | Tray in the system unit that opens to accept a CD |

Getting Started...



Turning The Computer On:

1. First, turn on the monitor by pressing the **On** button/switch. (Depending on the type of monitor, the ON button/switch may be located in a different place than the illustration.)
2. Next, turn on the system unit by pressing the **Power** button.
3. If there is a Password dialog box, your instructor will give you the necessary information.

Shutting Down (Turning The Computer Off):

1. Close all open programs. (This will be discussed later.)
2. Move the mouse pointer to the **Start** button in the bottom left-hand corner of the screen, and click on **Start** with your left mouse button.
3. Move the pointer to the words **Shut Down**. Click the left mouse button. (Don't worry; we will practice "clicking a mouse" later.)
4. A dialog box will open asking you to confirm that you want to shut down. Make sure that the circle (radio button) beside the words **Shut Down** has a black dot in it (is selected), and then click **OK**.
5. A message will appear on your screen – "It is now safe to turn your computer off." Press the power button on the system unit to turn it off. You will need to push the monitor button/switch to turn it off.

NOTE: Some computers turn off automatically when you click OK.

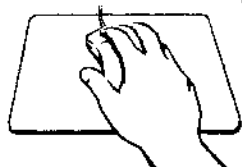
Complete Checkpoint #3 – Getting Started

Introduction to a Mouse

A mouse is a hand-held device used to control the movement of the on-screen pointer. The pointer usually looks like an arrow. However, it changes shape depending on what program is open and what action the computer is performing.



A mouse usually has two buttons—a left and a right. Sometimes it has a middle button or a wheel in between the right and left buttons. To use the buttons, you press **gently and release the button**. You will use the left button most of the time.



When you move a mouse, the pointer on the screen moves in the same direction. It takes **practice** to learn to use the mouse successfully. You will be practicing mouse maneuvers later in the course.

Here are some hints to make it easier to use the mouse.

1. Hold the mouse in the palm of your right hand. Rest the thumb in the indented side of the mouse. Place your ring finger and little finger on other side.
2. Left-handed users will do the opposite. (The mouse is normally set up for right-handed users. However, if you are left-handed and want to use your left hand to hold the mouse, your instructor can change the set-up.)
3. Position your index finger over the left mouse button. Let your middle finger rest **lightly** above or on the right button.
4. Hold the mouse firmly, but lightly. If you grasp it too tightly, your hand may cramp.
5. Be sure that you do not press (or click) both buttons at the same time.
6. Always hold your mouse when pressing a button. (Do not position the pointer and try to press the button without holding the mouse.)
7. Hold the mouse very still when pressing or clicking a button. (**This one is very important.**)
8. When you press the mouse button, use a light touch. You do not have to press hard. Press lightly and release the button.
9. You can start a program by double-clicking (press and release the left mouse button two times in rapid succession) an icon. Be sure that you double-click on the **icon**, and not the name under it.

Click? Double-Click? Right-Click? What does it all mean??



To...	Do This...
Point	Move the mouse pointer so that the arrow rests on an area or a word. In many cases, just pointing to an area or word will bring up menus or help features.
Click	Move the mouse pointer to an object. Then press and quickly release the left mouse button. If you are told to "Click," press and release the left mouse button one time. This is the most common mouse action.
Double-Click	Press and release the left mouse button two times in rapid succession. It is very important that you do not move the mouse while you are double-clicking.
Drag	Point to an object with the mouse pointer, then click and hold down the left mouse button as you move the mouse (and the object) to a new position. Release the mouse button to place the object in its new position.
Right-Click	Press and release the right mouse button. This action brings up special menus.
Click Off	Click on an empty area of the screen to get rid of a menu.

Name _____ Date _____

Mouse Action

Match the following terms with their definitions.

- A. Point
- B. Click
- C. Double-click
- D. Click and Drag
- E. Right-click
- F. Click off



1. _____ Pressing and releasing the right mouse button
2. _____ Moving the pointer so that the arrow rests on an area or word
3. _____ Pressing and releasing the left mouse button two times rapidly
4. _____ Click on an empty area of the screen to close a menu
5. _____ Moving the pointer to an object and pressing and releasing the left mouse button one time
6. _____ Clicking on an object and holding down the left button as you move the mouse (and the object) to a new location

Name _____ Date _____

A Few of the Basics!

Match the terms and the definitions.

- | | | |
|--------------------------------|-------------------|----------------------|
| A. Application software | E. Ink-jet | H. Dot-matrix |
| B. Operating software | F. Input | I. Output |
| C. Hardware | G. Laser | J. Software |
| D. Processing | | |

1. _____ The equipment that makes up the computer system
2. _____ A set of instructions that tells the computer how to perform a task
3. _____ Software designed to do a specific task, like word processing or spreadsheets
4. _____ Software that manages the hardware and the other software on your computer, like Windows 98
5. _____ The process of communicating with the computer
6. _____ The result of the work done by your computer
7. _____ The actions performed by a computer to manipulate data
8. _____ Printers that have nozzles that spray ink on the paper
9. _____ Printers that are similar to copiers
10. _____ Printers that have print heads that shoot pins at an inked ribbon, leaving a dot of ink on the paper

Appendices

- Appendix A:** Grammar Reference Guide for Level 3
- Appendix B :** Sample Attendance Form
- Appendix C:** Sample End-of-Term Reporting Form
- Appendix D:** Sample Certificate of Student Achievement

Grammar Reference Guide

ESL Level 3

- Use the following list of grammatical structures to help plan your lessons.
- Upon completion of Level 3 the student should be familiar with the following structures:

VERBS:	'to be' and 'to have' Simple Present in the affirmative and negative Present Progressive in the affirmative and negative Simple Present vs. Present Progressive – a comparison (I go vs. I am going) Simple Past (Regular and common irregular past verbs.) (I talked, I went) Future (will, be going to) Yes/No questions and short answers WH- questions Commands in the affirmative and negative (Go! / Don't go!)
MODALS:	Ability (can) Permission (can, may) Necessity (must, have to) Polite questions (would, could, can) Advice (should)
INFINITIVES:	Want to, like to
NOUNS:	Regular forms Plural forms – regular and irregular Possessive forms
PRONOUNS:	Subject pronouns (I, she, we etc.) Possessive pronouns (my, her, his etc.) Object pronouns (me, her, him etc.)
ADJECTIVES:	Descriptive adjectives (colors etc.) Demonstratives (this, these, those)
ADVERBS:	Frequency (always, sometimes, never etc.)
PREPOSITIONS:	Location (in, on, under etc.) Time (at, in, on etc.)

One-to-One Tutor Card/Learner Report

Circle FALL/WTR/SPR/SUM

yr

Tutor: _____
Email: _____
New Address/phone: _____

Learner: _____
Email: _____
New address/phone: _____

Return by: _____
To: _____
(envelope enclosed)
Phone: _____
Caller: _____

TOTAL LEARNER HOURS: _____
Tutor Prep & Transportation: _____
TOTAL NO. OF HOURS: _____
Will you continue with your student next term? Y/N
Do you need a PCC parking permit? Y/N

Comments on learner progress, attitude, etc:

Please Check Skills Achieved:

- Got a Job
- Retained a job
- Help child with school
- Read to child
- Speak on telephone
- Pass Citizenship
- Vote
- Enter other ED Program
- Got Driver's License
- Read job-related materials
- Understand Consumer Labels
- See doctor without interpreter
- Write a letter
- Other _____

Coordinator Use Only

The learner you are working with is: ESL/ABE/GED
Level: 1 2 3 4

The Learner has

1. Retained in program
2. Left program
3. No show or did not attend at least 12 hours
4. Progressed within level or program
5. Completed level or program
6. Advanced to a higher level or program

If student stopped meeting, please indicate reason: _____

What materials and tutor techniques are you and the student using?

Please return any books not being used.
If you would like more materials, please give me a call.

SAMPLE
End-of-Term Report

You will be receiving one of these at the end of every term. (In March, June, September, and December). Information is gathered from all seven VLT sites to give an overall picture of the impact volunteer tutoring has city-wide. Reports are produced at the end of every term, and at the end of the year.

CERTIFICATE OF ACHIEVEMENT

This certificate is awarded to

Has successfully completed the ESL Tutoring Level ____

Portland Community College



Tutor _____

Date _____