



# 2008 ELL Lesson Plans

Tennessee Migrant Education Program

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# LESSON PLAN 1

This lesson plan is related to the following criteria: Understanding directions, prepositions, reading maps, general driving instruction, giving instructions, following instructions, States, vocabulary related to roads, streets, and interstates. This lesson also contains a vital life skill for parent; proper exercise and diet for themselves and their children.

## Prepositions

**Objective:** The student will be able to understand the use of a preposition and be able to identify prepositions in sentences. The student will be able to accurately use prepositions in sentences and will be able to give instruction using prepositions.

- *Instructor should present the students with a basic and coherent definition of a preposition and how it is used in language such as the following:*

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

- *Instructor should provide visual learning aids by asking the students to demonstrate the following activities.*  
 The book is **on** the table.  
 The book is **beneath** the table.  
 The book is leaning **against** the table.  
 The book is **beside** the table.  
 She held the book **over** the table.  
 She read the book **during** class.
- *The instructor should orally review each of the following prepositions with the students and hand out the accompanying vocabulary sheet to each student.*

### Common Prepositions

a	<b>at</b>	<i>Vengo a las tres.</i> I am coming at 3.
a	<b>by</b>	<i>Viajamos a pie.</i> We are traveling by foot.
<u>a</u>	<b>to</b>	<i>Vamos a la ciudad.</i> We are going to the city.
antes de	<b>before</b>	<i>Leo antes de dormirme.</i> I read before going to sleep.
bajo	<b>under</b>	<i>El perro está bajo la mesa.</i> The dog is under the table.
cerca de	<b>near</b>	<i>El perro está cerca de la mesa.</i> The dog is near the table.
<u>con</u>	<b>with</b>	<i>Voy con él.</i> I am going with him.
<u>contra</u>	<b>against</b>	<i>Estoy contra la huelga.</i> I am against the strike.

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<u>de</u>	<b>of</b>	<i>El sombrero es hecho de papel.</i> The hat is made of paper. <i>Prefiero el carro de Juan.</i> I prefer John's car.
de	<b>from</b>	<i>Soy de Nueva York.</i> I am from New York.
delante de	<b>in front of</b>	<i>Mi carro está delante de la casa.</i> My car is in front of the house.
dentro de	<b>inside</b>	<i>El perro está dentro de la jaula.</i> The dog is inside the cage.
<u>desde</u>	<b>since</b>	<i>No comí desde ayer.</i> I haven't eaten since yesterday.
desde	<b>from</b>	<i>Tiró el béisbol desde el carro.</i> He threw the baseball from the car.
Después de	<b>after</b>	<i>Comemos después de la clase.</i> We are eating after class.
detrás de	<b>behind</b>	<i>El perro está detrás de la mesa.</i> The dog is behind the table.
<u>durante</u>	<b>during</b>	<i>Dormimos durante la clase.</i> We slept during the class.
<u>en</u>	<b>in</b>	<i>Ella está en Nueva York.</i> She is in New York.
en	<b>on</b>	<i>El perro está en la mesa.</i> The dog is on the table.
encima de	<b>on top of</b>	<i>El gato está encima de la casa.</i> The cat is on top of the house.
enfrente de	<b>in front of</b>	<i>El árbol está enfrente de la casa.</i> The tree is in front of the house.
<u>entre</u>	<b>between</b>	<i>El perro está entre la mesa y el sofá.</i> The dog is between the table and the sofa.
fuera de	<b>outside of</b>	<i>El perro está fuera de la casa.</i> The dog is outside of the house.
hacia	<b>toward</b>	<i>Caminamos hacia la escuela.</i> We are walking toward the school.
<u>hasta</u>	<b>until</b>	<i>Duermo hasta las seis.</i> I'm sleeping until 6.
<u>para</u>	<b>for</b>	<i>El regalo es para usted.</i> The gift is for you. <i>Trabajo para ser rico.</i> I work in order to be rich.
<u>por</u>	<b>for</b>	<i>Damos gracias por la comida.</i> We give thanks for the meal.
por	<b>by</b>	<i>Fue escrito por Juan.</i> It was written by Juan.
<u>según</u>	<b>according to</b>	<i>Según el periódico, va a nevar.</i> According to the newspaper, it is going to snow.
<u>sin</u>	<b>without</b>	<i>Voy sin él.</i> I am going without him.
<u>sobre</u>	<b>over</b>	<i>Se cayó sobre la silla.</i> He fell over the chair.
sobre	<b>about</b>	<i>Es un programa sobre un gato.</i> It's a program about a cat.
<u>tras</u>	<b>after, behind</b>	<i>Caminaban uno tras otro.</i> The walked one after (behind) the other.

- *For advanced students the use of compound prepositions should be covered:*

**Compound Prepositions**

**according to  
as of  
aside from  
because of  
by means of**

**in addition to  
in front of  
in place of  
in spite of  
instead of**

**on account of  
out of  
owing to  
prior to**

**Activity (Identifying Prepositions):** The objective of this activity is to allow the students to practice identifying prepositions. Underline the preposition in the following sentences. The first one has been done for you:

- a) Slowly he put his hand on the dog.
- b) Yesterday we camped beside the lake.
- c) Have you had a letter from your sister?
- d) I left home without my school bag.
- e) He walked by the old house.
- f) I'll need some money for the film.
- g) Don't get caught with Rosa's diary.
- h) He pushed his chair against the wall.
- i) I would like to take a walk with the dog.
- j) Put everything back in the bag.

Answer key: a) on b) beside c) from d) without e) by f) for g) Rosa's h) against i) to/with j) in

**Activity (Fill in the Blank):** The objective of this activity is to provide students with practice choosing the correct prepositions. Place a preposition from the list below in the blank in each sentence.

**over**            **into**            **along**            **to**            **below**  
**onto**            **during**            **of**            **against**            **from**

- a) The goat jumped ..... the fence.
- b) Our team played ..... a team from Japan.
- c) Tennis is similar ..... squash.
- d) We walked ..... the edge of the waves.
- e) He fell ..... the water.
- f) The sunken ship was raised from ..... the water.
- g) Birds are afraid ..... snakes.
- h) There was a loud noise ..... the concert.
- i) He used a ladder to climb ..... the roof.
- j) She received emails ..... her friend overseas.

Answer key: a) over b) against c) to d) along e) into f) below g) of h) during i) onto j) from

**Activity (“Simon Says”):** The objective of this activity is to offer students practice in giving instruction, receiving instruction, and understanding prepositions. Play a fun game of “Simon Says” with the students. You go first and instruct the students using prepositions such as:

- Stand beside your desk.
- Put your foot under a desk.
- Put your hand on top of your head.
- Walk outside of/ inside of the classroom.
- Dance between two classmates.
- Hold a pencil between your hands.
- Jump toward me.
- Sit on the floor.

Afterward, have students take turns being “Simon.” Tell them to use a preposition in each of their commands (it might be helpful to have a list on the board).

- *The following three and a half pages offer in depth knowledge of specific prepositions and their use in the English language. The instructor should review these with the students and give further explanation through the given activities:*

### Fill in the Blank

Directions: Fill in the blank with the correct preposition from the box below.

on	between	under
in front of	over	with
in	on top of	toward



The store is located \_\_\_\_\_ the corner.



The dog is jumping \_\_\_\_\_ the fence.



The elephant is sitting \_\_\_\_\_ the water.



The girls are \_\_\_\_\_ two buildings.



The men are \_\_\_\_\_ the space shuttle.



The hiker is sitting \_\_\_\_\_ the rock.



The boy is running \_\_\_\_\_ home base.



The woman is walking \_\_\_\_\_ her dog.

## Preposition Use: in/ at/ on (prepositions of place)

### IN

Use 'in' with spaces:

- in a room / in a building
- in a garden / in a park

Use 'in' with bodies of water:

- in the water
- in the sea
- in a river

Use 'in' with lines:

- in a row / in a line
- in a queue

### AT

Use 'at' with places:

- at the bus-stop
- at the door
- at the cinema
- at the end of the street

Use 'at' with places on a page:

- at the top of the page
- at the bottom of the page

Use 'at' in groups of people:

- at the back of the class
- at the front of the class

### ON

Use 'on' with surfaces:

- on the ceiling / on the wall / on the floor
- on the table

Use 'on' with small islands:

- I stayed on Maui.

Use 'on' with directions:

- on the left
- on the right
- straight on

## IMPORTANT NOTES

### **In / at / on the corner**

We say 'in the corner of a room', but 'at the corner (or 'on the corner') of a street'

### **In / at / on the front**

- We say 'in the front / in the back' of a car
- We say 'at the front / at the back' of buildings / groups of people
- We say 'on the front / on the back' of a piece of paper

**Activity (Online in/at/on Quiz):** Students can go directly to this website to test their knowledge of in, at, and on prepositions related to place in a fun quiz format.

<http://a4esl.org/q/h/lb/inonat.html>

**Activity (Prepositions of Place):** Complete the following sentences with *in*, *at*, or *on*.

1. The house is \_\_\_\_ the right.
2. The boat is \_\_\_\_ water.
3. The instructions are \_\_\_\_ the top of the page.
4. I sit \_\_\_\_ the back of the classroom.
5. They were stranded \_\_\_\_ a small island.
6. The picture is hanging \_\_\_\_ the wall.
7. She is waiting \_\_\_\_ the bus-stop.
8. We planted the flowers \_\_\_\_ the garden.

Answer Key: 1) on 2) in 3) at 4) at 5) on 6) on 7) at 8) in



**Preposition Use: in / at / on - prepositions of time and date**

IN

Use 'in' months and years and periods of time:

- in January
- in 1978
- in the twenties

Use 'in' a period of time in the future:

- in a few weeks
- in a couple of days

AT

Use 'at' with precise time:

- at six o'clock

- at 10.30
- at two p.m.

ON

Use 'on' with days of the week:

- on Monday
- on Fridays

Use 'on' with specific calendar days:

- on Christmas day
- on October 22nd

**IMPORTANT NOTES**

in the morning / afternoon / evening - at night

We say in the morning, afternoon or evening but we say '*at night.*'

**Activity (Online in/at/on Quiz):** Students can go directly to this website to test their understanding with in, at, and on prepositions that pertain to time and date.

<http://a4esl.org/q/j/ni/fb-prepositions.html>

**Activity (Prepositions of Time):**

Complete the following sentences using the prepositions in, on or at:

1. I'm going there \_\_\_\_ Monday.
2. The meeting is \_\_\_\_ at two o'clock.
3. The course starts \_\_\_\_ the autumn.
4. I'm going away \_\_\_\_\_ Easter.
5. She was born \_\_\_\_ 2002.
6. We are going to have the party \_\_\_\_ night.
7. It was popular \_\_\_\_ the 1990s.
8. I'm going skiing \_\_\_\_\_ Christmas.

Answer Key: 1) on 2) at 3) in 4) on 5) in 6) at 7) in 8) on

**Activity (Interview):** The objective of this activity is to allow students to practice their in/at/on prepositions by working in pairs. Tell students to interview one other person to find out exactly *in* what month, *on* what day, and *at* what time they were born. Have them write out answers on a piece of paper and then have students orally report their findings to the class using prepositions.

**Preposition Use: for / while / during**

FOR

Use 'for' with a period of time to express the duration or 'how long' something has happened:

- for three weeks
- for many years

### WHILE

Use 'while' plus a verb form:

- while I was watching TV
- while I lived in New York

### DURING

Use 'during' with a noun to express 'when' something happens:

- during class
- during my vacation
- during the discussion

**Activity (For/ While/ During):** Complete the following sentences with the prepositions *for*, *during*, or *while*:

1. She's going to study abroad \_\_\_\_ six weeks.
2. Something funny happened \_\_\_\_\_ the lecture.
3. They bought the house \_\_\_\_ I was still in California.
4. We traveled to Europe \_\_\_\_ two weeks.
5. \_\_\_\_ I was coming here it started to rain.
6. He finished his homework \_\_\_\_ class.

Answer Key: 1) for 2) during 3) while 4) for 5) while 6) during

**Activity (Online Preposition Quiz):** Students can go directly to this website to take a general preposition quiz:

<http://a4esl.org/q/f/x/xz98mvt.htm>


**Activity (Scavenger Hunt):** The objective of this activity is to offer students a way to test their knowledge of prepositions and have practice following and giving instructions by having a scavenger hunt outside. Hide a prize object like candy and then have the students search for the objects based on clues you provide. Use prepositions to make clues such as:


- Go behind the building and look under the tree.
- Go across the lawn and look inside of the mailbox.


Then you can switch it up and have the students make candy clues for one another. This gives them practice not only receiving instructions, but giving them as well.

**Activity (Preposition BINGO):** The objective of this activity is to wrap up the preposition lesson by providing a fun way for the students to practice their vocabulary. Using the “Common Prepositions” list on page 1 and 2, read the Spanish preposition (for example, *cerca de*) and then have the students identify the English vocabulary word (*near*). Students must know the correct

vocabulary word in order to get the block. The first person(s) to know 5 vocabulary words in a row wins! *Each of the following boards are different, so print off a few of each.*

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
against	across	behind	near	on
over	from	without	according to	inside
about	next to		in	toward
since	by	below	in between	of
to	with	before	above	under

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
in between	Outside of	next to	near	according to
below	from	during	on	inside
until	behind		in front of	toward
with	by	over	under	on top of
to	since	before	above	against

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
against	without	on top of	near	on
below	in between	toward	outside of	inside
in front of	behind		to	during
with	by	since	under	across
from	about	before	above	until

- *The instructor should review the following vocabulary and phrases with the students:*

**Useful Vocabulary:**

alto	<b>stop</b>	autobus	<b>bus</b>
barco	<b>boat</b>	callejuela	<b>lane</b>
camión	<b>truck</b>	carretera	<b>highway</b>
carro	<b>car</b>	compass	<b>compass</b>
cruzar	<b>cross</b>	sur	<b>south</b>
dar direcciones	<b>to give directions</b>	tren	<b>train</b>
derecho	<b>straight (ahead)</b>	dirección única	<b>one way</b>
doblar	<b>turn</b>	el choque	<b>crash</b>
el estacionamiento	<b>parking lot</b>	el letrero	<b>sign</b>
el metro	<b>subway</b>	el puente	<b>bridge</b>
el semáforo	<b>traffic light</b>	el tráfico	<b>traffic</b>
el transporte público	<b>public transportation</b>	el/la conductor/a	<b>driver</b>
el/la pasajero/a	<b>passenger</b>	el/la peatón/peatona	<b>pedestrian</b>
enfrente de	<b>opposite; facing</b>	estado	<b>state</b>

estar perdido/a	<b>to be lost</b>	este	<b>east</b>
gasolinera	<b>gas station</b>	hacia	<b>toward</b>
la avenida	<b>avenue</b>	la calle	<b>street</b>
la cuadra	<b>city block</b>	la dirección	<b>address</b>
la dirección	<b>address</b>	la esquina	<b>corner</b>
límite de velocidad	<b>speed limit</b>	map	<b>mapa</b>
no aparcar	<b>no parking</b>	norte	<b>north</b>
oeste	<b>west</b>	parar	<b>to stop</b>
quedar	<b>to be located</b>	recorrer	<b>to travel</b>
dar una vuelta en bicicleta/ carro/ motocicleta		<b>to take a bike/ car/ motorcycle ride</b>	

**Useful phrases:**

Crucen la calle. **Cross the street.** Doblen a la izquierda/ derecha. **Turn to the left/ right.**  
 Sigam todo derecho. **Go straight ahead.** Siga por cinco cuadras. **Continue for five blocks.**  
 ¿Por dónde queda el banco? **Where is the bank?**

**Giving and Following Directions**

**Activity (“Describing Distances and Giving Directions” Podcast):** The objective of this activity is to provide students vocabulary practice and help with their listening skills. Go directly to the website below to listen to the short podcast. You can start the podcast at 1 minute 26 seconds and end it at 3 minutes and 27 seconds. Have students take notes of the words they do not understand and then review those words as well as the words in bold.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=445#](http://www.eslpod.com/website/show_podcast.php?issue_id=445#)

**Script:**

Daniella: Could you tell where I can find a drugstore?

Hotel clerk: Sure. There’s one **up the street** near the **corner** of Selma and Main. If you get to Abreu Avenue, you’ve **gone too far**. It’s **set back from** the street so it’s a little hard to find.

Daniella: Oh, that’s okay. I’ll keep an eye out for it.

Hotel clerk: You know, I just remembered that there’s a bigger and better drugstore **around the block**. It’s no more than a three-minute walk. Go out the main doors of the hotel, **hang a left**, go straight for about a quarter of a **mile**, and then make another left at the first street.

Daniella: Okay. I think I've got that. Thanks.

Hotel clerk: Now, if you want a drugstore with a pharmacy, you'll need to walk a little **farther**. Go out these doors, walk **roughly** three blocks until you get to a **dead end**, turn right, **cross** the street, and you'll see a bank. It's **kitty-corner** from the bank. You should be able to walk there in five minutes, **give or take**.

Daniella: Thanks. Thanks a lot. I think I'm all set. See you later.

Hotel clerk: **You know**, I just remembered that there's another drugstore...

Daniella: Thanks, but I've really got to get going. Bye.

Hotel clerk: Well, some people just don't appreciate other people's help!

**Activity (Google Maps):** This activity is designed in order for students to practice reading maps and understanding directions. Students will learn how to locate Google Maps online and then search for directions using the site. Have students go through a step by step process to help them better understand the internet and be able to take easy notes. Walk them through the process and then allow them to do it completely on their own.

- Double click on Internet Explorer
- Type [www.google.com](http://www.google.com) in the search box
- Click "Maps" in the upper left corner of the page
- Click on one of the three options:
  1. Click "Search Map" to identify a particular location
  2. click "Find Business" to locate a particular business on a street
  3. click "Get Directions" to receive directions from one location to a desired location

**Activity (General Driving Instruction/ Reading Maps):** The objective of this activity is to allow students to practice reading maps and listening/ giving general driving instructions. You will need to print off a large map of your city from search engines like Yahoo or Google or get one from your local Chamber of Commerce. It would be best if you could project the image on a screen. Then you will need to prepare a set of questions such as:

- I am located at the bank on Elm Street, how do I get to the library on Main Street?
- If I am at Maple Park, how do I get to the fire station on Smith Street?

Have one students go up to the map and act like they are blindly following driving instructions (give them a little Hot Wheels car to "drive" around the map). Have another student give them the directions from their starting point to their desired destination.

**Activity (Online Directions and Travel Quiz):** Students may go directly to this website in order to practice their vocabulary related to directions and travel:

<http://iteslj.org/v/s/ac-directions.html>

- *The instructor should discuss proper exercise and diet with the students while incorporating the previous parts of the lesson; prepositions and giving/ following instructions.*

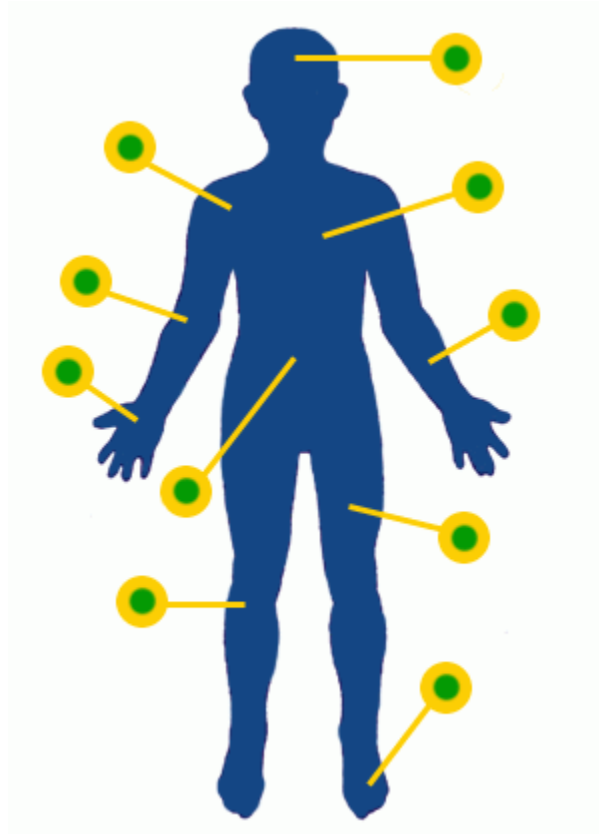
**Activity (Match up the Body Parts):** Provide students with the “Exercise and the Human Body” worksheet and ask them to match up the English body part with the arrows. Go over body parts by pointing to one and asking the students, what is this? Then ask students what type of exercise can benefit each part of their body. Some examples follow:

- strength training for arms and legs
- cardio workouts for the heart
- yoga for calming stress and headaches and for flexibility of knees, elbows, joints, etc.
- dancing or hiking for feet, knees, and legs

**Exercise and the Human Body:**

Match the correct body part from the list below.

Shoulder	stomach	Foot	knee	elbow
head	hand	arm	heart	leg





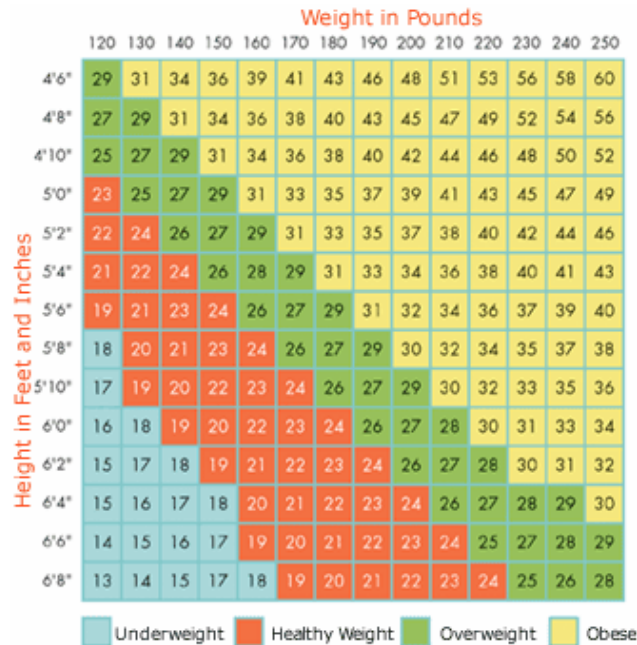
**Activity (Health and Exercise Interview):** This activity is designed to give students a way to analyze their peers exercise plans and in turn their own. Provide each student with an interview sheet and ask them to interview two other people, answer the questions, and then report their findings orally to the class. Discuss with the student the variety of ways to maintain a healthy diet and exercise plan.

Name:

Name:

Do you exercise? If yes how often?		
Do you walk every day? If yes, how long?		
Do you like to play sports? If yes, which sports?		
What other activities do you do to be active?		
What other activities could you do to be more active?		
Do you maintain a healthy diet? If yes, how?		

**Activity (BMI Information):** It is important that the students realize what Body Mass Index is and what their BMI can mean to their total health. Body Mass Index (BMI) is a number calculated from weight and height. BMI is a reliable indicator of body fatness. BMI is an inexpensive and easy-to-perform method of screening for weight categories that may lead to health problems.



1. **Exercise.** Regular physical activity burns calories and builds muscle — both of which help you look and feel good and keep weight off. Walking the family dog, cycling to school, and doing other things that increase your daily level of activity can all make a difference. If you want to burn more calories, increase the intensity of your workout and add some strength exercises to build muscle. The more muscle you have, the more calories you burn, even when you aren't exercising.
2. **Reduce screen time.** One reason people get less exercise these days is because of an increase in "screen time" — the amount of time spent watching TV, looking at the computer, or playing video games. Limit recreational screen time to less than 2 hours per day.
3. **Watch out for portion distortion.** Serving sizes have increased over the past 10 years, and these extra calories contribute to obesity. Another key factor in weight gain is that more people drink sugary beverages, such as sodas, juice drinks, and sports drinks. So choose smaller portions (or share restaurant portions) and go for water or low-fat milk instead of soda.

4. **Eat 5 servings of fruits and veggies a day.** Fruits and veggies are about more than just vitamins and minerals. They're also packed with fiber, which means they fill you up. And when you fill up on fruits and veggies, you're less likely to overeat when it comes to high-calorie foods like chips or cookies.
  
5. **Don't skip breakfast.** Breakfast kick-starts your metabolism, burning calories from the get-go and giving you energy to do more during the day. People who skip breakfast often feel so hungry that they eat more later on. So they get more calories than they would have if they ate breakfast. In fact, people who skip breakfast tend to have higher BMIs than people who eat breakfast.

**Activity (Create an Exercise List):** After you have finished some of the previous activities, discuss with the students why they now think it is important to exercise and make sure their children are exercising. Ask them what fun exercises they could do with their children and write a list on the board (dance, hike, bicycle, go skating, etc.)

- *The instructor should review road signs. Print off large images of road signs like the ones shown below by going to <http://www.manythings.org/signs/driving.htm>.*



**State Information**

**Activity (Online Name That State):** Have students follow the link below to play a fun trivia game:

[http://www.primarygames.com/states/question\\_2.htm](http://www.primarygames.com/states/question_2.htm)

**Activity (State Trivia):** Instructor should review the students on states in America by hosting a “game show.” Divide the class into two teams and provide a United States map to each team (included in Student Worksheets Packet). Then ask a series of questions and the team with the highest score wins. Have students take notes of capital cities, nicknames, etc. on the map. Some sample questions follow:

Which state is home to the Golden Gate Bridge? *California*  
In which state is our current President from? --  
Which state is nicknamed “The Sunshine State?” *Florida*  
What state’s capital is Atlanta? *Georgia*  
What state is nicknamed the “Lonestar State?” *Texas*  
What state’s capital is Baton Rouge? *Louisiana*  
What *is* the capital of the United States of America? *Washington D.C.*  
In what state is Chicago located? *Illinois*  
What state’s capital is Santa Fe? *New Mexico*  
What state are the New England Patriots from? *Massachusetts*  
What state’s capital is Honolulu? *Hawaii*

**Activity (Tennessee’s Border States):** Tennessee is bordered by eight states; Kentucky, Virginia, North Carolina, Georgia, Alabama, Mississippi, Arkansas, and Missouri. Split the students into eight groups and have each group research information about their state on the internet, or bring some books from the library. You can have the groups create short presentations about their states and how they relate to Tennessee. Students can prepare their presentations on Microsoft Word as a page printout, or with poster board, magazines, and markers. Let them be creative!

**Activity (Tennessee State Quiz):** Have the students complete the worksheet in groups, pairs, or individually. Make it a race and the first to complete the page wins!

## Lesson 1 Student Worksheets

### Common Prepositions

a	<b>at</b>	<i>Vengo a las tres.</i> I am coming at 3.
a	<b>by</b>	<i>Viajamos a pie.</i> We are traveling by foot.
<u>a</u>	<b>to</b>	<i>Vamos a la ciudad.</i> We are going to the city.
antes de	<b>before</b>	<i>Leo antes de dormirme.</i> I read before going to sleep.
bajo	<b>under</b>	<i>El perro está bajo la mesa.</i> The dog is under the table.
cerca de	<b>near</b>	<i>El perro está cerca de la mesa.</i> The dog is near the table.
<u>con</u>	<b>with</b>	<i>Voy con él.</i> I am going with him.
<u>contra</u>	<b>against</b>	<i>Estoy contra la huelga.</i> I am against the strike.
<u>de</u>	<b>of</b>	<i>El sombrero es hecho de papel.</i> The hat is made of paper. <i>Prefiero el carro de Juan.</i> I prefer John's car (I prefer the car of John).
de	<b>from</b>	<i>Soy de Nueva York.</i> I am from New York.
delante de	<b>in front of</b>	<i>Mi carro está delante de la casa.</i> My car is in front of the house.
dentro de	<b>inside</b>	<i>El perro está dentro de la jaula.</i> The dog is inside the cage.
<u>desde</u>	<b>since</b>	<i>No comí desde ayer.</i> I haven't eaten since yesterday.
desde	<b>from</b>	<i>Tiró el béisbol desde el carro.</i> He threw the baseball from the car.
después de	<b>after</b>	<i>Comemos después de la clase.</i> We are eating after class.
detrás de	<b>behind</b>	<i>El perro está detrás de la mesa.</i> The dog is behind the table.
<u>durante</u>	<b>during</b>	<i>Dormimos durante la clase.</i> We slept during the class.
<u>en</u>	<b>in</b>	<i>Ella está en Nueva York.</i> She is in New York.
en	<b>on</b>	<i>El perro está en la mesa.</i> The dog is on the table.
encima de	<b>on top of</b>	<i>El gato está encima de la casa.</i> The cat is on top of the house.
enfrente de	<b>in front of</b>	<i>El árbol está enfrente de la casa.</i> The tree is in front of the house.
<u>entre</u>	<b>between</b>	<i>El perro está entre la mesa y el sofá.</i> The dog is between the table and the sofa.
fuera de	<b>outside of</b>	<i>El perro está fuera de la casa.</i> The dog is outside of the house.
hacia	<b>toward</b>	<i>Caminamos hacia la escuela.</i> We are walking toward the school.

<u>hasta</u>	<b>until</b>	<i>Duermo hasta las seis.</i> I'm sleeping until 6.
<u>para</u>	<b>for</b>	<i>El regalo es para usted.</i> The gift is for you. <i>Trabajo para ser rico.</i> I work in order to be rich.
<u>por</u>	<b>for</b>	<i>Damos gracias por la comida.</i> We give thanks for the meal.
<u>por</u>	<b>by</b>	<i>Fue escrito por Juan.</i> It was written by Juan.
<u>según</u>	<b>according to</b>	<i>Según el periódico, va a nevar.</i> According to the newspaper, it is going to snow.
<u>sin</u>	<b>without</b>	<i>Voy sin él.</i> I am going without him.
<u>sobre</u>	<b>over</b>	<i>Se cayó sobre la silla.</i> He fell over the chair.
sobre	<b>about</b>	<i>Es un programa sobre el presidente.</i> It's a program about the president.
<u>tras</u>	<b>after, behind</b>	<i>Caminaban uno tras otro.</i> We walked one after (behind) the other.

**Compound Prepositions**

**according to**  
**as of**  
**aside from**  
**because of**  
**by means of**

**in addition to**  
**in front of**  
**in place of**  
**in spite of**  
**instead of**

**on account of**  
**out of**  
**owing to**  
**prior to**

### Identifying Prepositions

**Directions:** Underline the preposition in the following sentences. The first one has been done for you:

- a) Slowly he put his hand on the dog.
- b) Yesterday we camped beside the lake.
- c) Have you had a letter from your sister?
- d) I left home without my school bag.
- e) He walked by the old house.
- f) I'll need some money for the film.
- g) Don't get caught with Rosa's diary.
- h) He pushed his chair against the wall.
- i) I would like to take a walk with the dog.
- j) Put everything back in the bag.

### Fill in the Blank

**Directions:** Place a preposition from the list below in the blank in each sentence.

<b>over</b>	<b>into</b>	<b>along</b>	<b>to</b>	<b>below</b>
<b>onto</b>	<b>during</b>	<b>of</b>	<b>against</b>	<b>from</b>

- a) The goat jumped ..... the fence.
- b) Our team played ..... a team from Japan.
- c) Tennis is similar ..... squash.
- d) We walked ..... the edge of the waves.
- e) He fell ..... the water.
- f) The sunken ship was raised from ..... the water.
- g) Birds are afraid ..... snakes.
- h) There was a loud noise ..... the concert.
- i) He used a ladder to climb ..... the roof.
- j) She received emails ..... her friend overseas.

### Prepositions of Place

**Directions:** Complete the following sentences with *in*, *at*, or *on*.

1. The house is \_\_\_\_ the right.
2. The boat is \_\_\_\_ water.
3. The instructions are \_\_\_\_ the top of the page.
4. I sit \_\_\_\_ the back of the classroom.
5. They were stranded \_\_\_\_ a small island.
6. The picture is hanging \_\_\_\_ the wall.
7. She is waiting \_\_\_\_ the bus-stop.
8. We planted the flowers \_\_\_\_ the garden.

### Prepositions of Time

**Directions:** Complete the following sentences with *in*, *on* or *at*:

1. I'm going there \_\_\_\_ Monday.
2. The meeting is \_\_\_\_ at two o'clock.
3. The course starts \_\_\_\_ the autumn.
4. I'm going away \_\_\_\_ Easter.
5. She was born \_\_\_\_ 2002.
6. We are going to have the party \_\_\_\_ night.
7. It was popular \_\_\_\_ the 1990s.
8. I'm going skiing \_\_\_\_ Christmas.

### For/ While/ During

**Directions:** Complete the following sentences with *for*, *during*, or *while*:

1. She's going to study abroad \_\_\_\_ six weeks.
2. Something funny happened \_\_\_\_ the lecture.
3. They bought the house \_\_\_\_ I was still in California.
4. We traveled to Europe \_\_\_\_ two weeks.
5. \_\_\_\_ I was coming here it started to rain.
6. He finished his homework \_\_\_\_ class.



### Fill in the Blank

Directions: Fill in the blank with the correct preposition from the box below.

on	between	under
in front of	over	with
in	on top of	toward



The store is located \_\_\_\_\_ the corner.



The dog is jumping \_\_\_\_\_ the fence.



The elephant is sitting \_\_\_\_\_ the water.



The girls are \_\_\_\_\_ two buildings.



The men are \_\_\_\_\_ the space shuttle.



The hiker is sitting \_\_\_\_\_ the rock.



The boy is running \_\_\_\_\_ home base.



The woman is walking \_\_\_\_\_ her dog.

**Useful Vocabulary:**

alto	<b>stop</b>	autobus	<b>bus</b>
barco	<b>boat</b>	callejuela	<b>lane</b>
camión	<b>truck</b>	carretera	<b>highway</b>
carro	<b>car</b>	compass	<b>compass</b>
cruzar	<b>cross</b>	sur	<b>south</b>
dar direcciones	<b>to give directions</b>	tren	<b>train</b>
derecho	<b>straight (ahead)</b>	dirección única	<b>one way</b>
doblar	<b>turn</b>	el choque	<b>crash</b>
el estacionamiento	<b>parking lot</b>	el letrero	<b>sign</b>
el metro	<b>subway</b>	el puente	<b>bridge</b>
el semáforo	<b>traffic light</b>	el tráfico	<b>traffic</b>
el transporte público	<b>public transportation</b>	el/la conductor/a	<b>driver</b>
el/la pasajero/a	<b>passenger</b>	el/la peatón/peatona	<b>pedestrian</b>
enfrente de	<b>opposite; facing</b>	estado	<b>state</b>
estar perdido/a	<b>to be lost</b>	este	<b>east</b>
gasolinera	<b>gas station</b>	hacia	<b>toward</b>
la avenida	<b>avenue</b>	la calle	<b>street</b>
la cuadra	<b>city block</b>	la dirección	<b>address</b>
la dirección	<b>address</b>	la esquina	<b>corner</b>
límite de velocidad	<b>speed limit</b>	map	<b>mapa</b>
no aparcar	<b>no parking</b>	norte	<b>north</b>
oeste	<b>west</b>	parar	<b>to stop</b>
quedar	<b>to be located</b>	recorrer	<b>to travel</b>

Dar una vuelta en bicicleta/ carro/ motocicleta **to take a bike/ car/ motorcycle ride**

**Useful phrases:**

Crucen la calle. **Cross the street.**

Doblen a la izquierda/ derecha. **Turn to the left/ right.**

Sigan todo derecho. **Go straight ahead.**

Siga por cinco cuadras. **Continue for five blocks.**

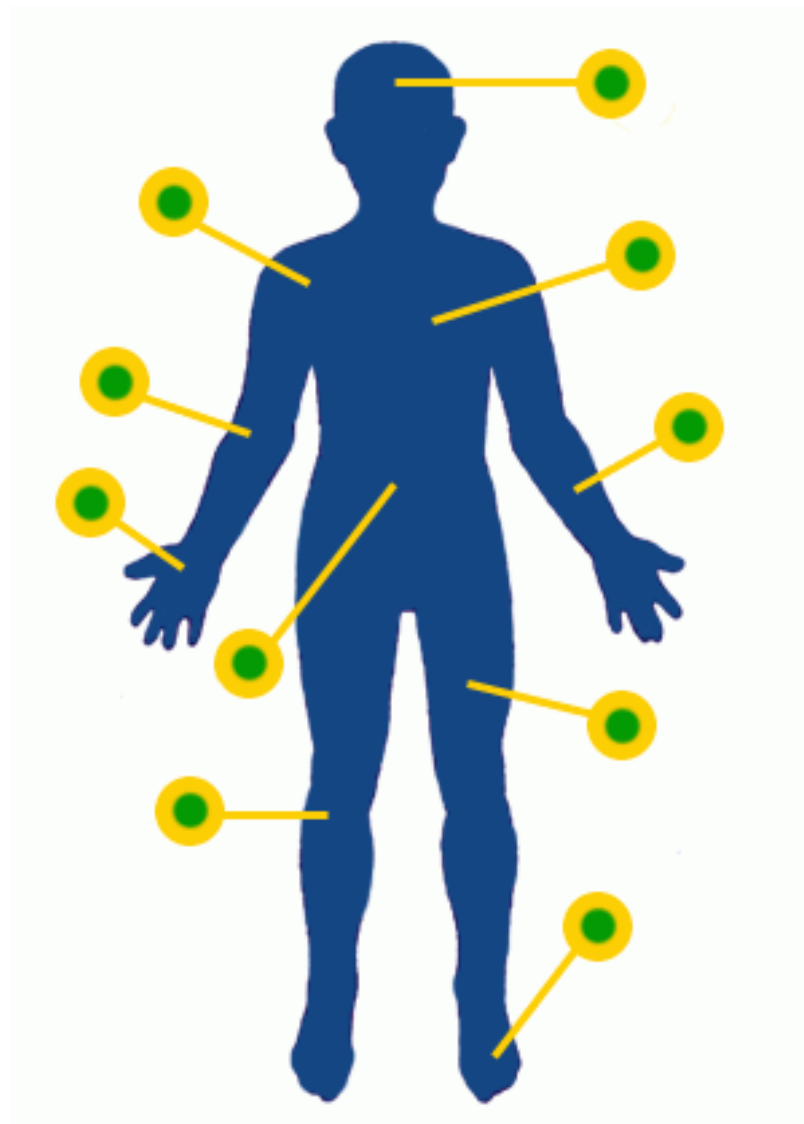
¿Por dónde queda el banco? **Where is the bank?**



**Exercise and the Human Body:**

Match the correct body part from the list below. Then, write one exercise that can benefit that body part.

Shoulder	stomach	Foot	knee	elbow
head	hand	arm	heart	leg



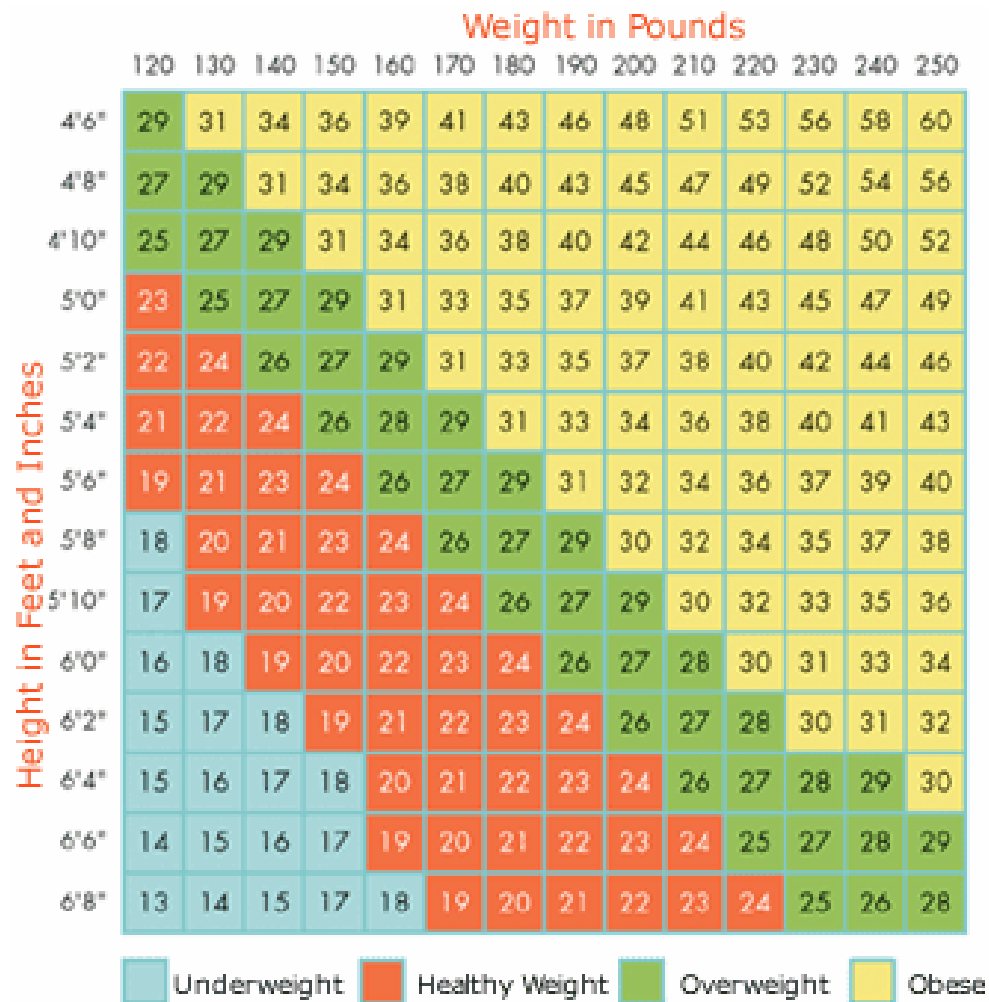
**Health Interview**

Directions: Interview 2 people and fill in the chart below with their answers.

Name:

Name:

Do you exercise? If yes how often?		
Do you walk every day? If yes, how long?		
Do you like to play sports? If yes, which sports?		
What other activities do you do to be active?		
What other activities could you do to be more active?		
Do you maintain a healthy diet? If yes, how?		



### Tips for Maintaining a Health BMI

1. **Exercise.** Regular physical activity burns calories and builds muscle — both of which help you look and feel good and keep weight off. Walking the family dog, cycling to school, and doing other things that increase your daily level of activity can all make a difference. If you want to burn more calories, increase the intensity of your workout and add some strength exercises to build muscle. The more muscle you have, the more calories you burn, even when you aren't exercising.
  
2. **Reduce screen time.** One reason people get less exercise these days is because of an increase in "screen time" — the amount of time spent watching TV, looking at the computer, or playing video games. Limit recreational screen time to less than 2 hours per

day. If you're with friends at the mall, you're getting more exercise than if you're IMing them from your room.

3. **Watch out for portion distortion.** Serving sizes have increased over the past 10 years, and these extra calories contribute to obesity. Another key factor in weight gain is that more people drink sugary beverages, such as sodas, juice drinks, and sports drinks. So choose smaller portions (or share restaurant portions) and go for water or low-fat milk instead of soda.
4. **Eat 5 servings of fruits and veggies a day.** Fruits and veggies are about more than just vitamins and minerals. They're also packed with fiber, which means they fill you up. And when you fill up on fruits and veggies, you're less likely to overeat when it comes to high-calorie foods like chips or cookies.
5. **Don't skip breakfast.** Breakfast kick-starts your metabolism, burning calories from the get-go and giving you energy to do more during the day. People who skip breakfast often feel so hungry that they eat more later on. So they get more calories than they would have if they ate breakfast. In fact, people who skip breakfast tend to have higher BMIs than people who eat breakfast.



1. What is the capital of Tennessee? \_\_\_\_\_
2. What two states border Tennessee on the north? \_\_\_\_\_ and \_\_\_\_\_
3. What state borders Tennessee on the east? \_\_\_\_\_
4. What three states border Tennessee on the south? \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
5. What two states border Tennessee on the west? \_\_\_\_\_ and \_\_\_\_\_
6. What river forms the western border of Tennessee?  
\_\_\_\_\_
7. What is the name of the large, U-shaped river located mostly in Tennessee?  
\_\_\_\_\_
8. What is the name of the large city in the southwestern corner of Tennessee?  
\_\_\_\_\_
9. What is the name of the mountain range that runs through eastern Tennessee?  
\_\_\_\_\_
10. What is the name of the National Park in eastern Tennessee?  
\_\_\_\_\_



## LESSON PLAN 2

The topics of this lesson include talking with the police, rights of families and immigrants, giving general personal information, having an Emergency Preparedness plan, parts of a car, talking to a mechanic, understanding the gauges on a car, on-line resources for the value of a car, manuals you can get at the auto parts store.

### Vocabulary:

el choque <b>collision</b>	el crimen <b>crime; murder</b>
el desastre (natural) <b>(natural) disaster</b>	el huracán <b>hurricane</b>
el incendio <b>fire</b>	la inundación <b>flood</b>
el terremoto <b>earthquake</b>	la violencia <b>violence</b>
la discriminación <b>discrimination</b>	el/la ciudadano/a <b>citizen</b>
peligroso/a <b>dangerous</b>	la sequía <b>drought</b>
prevenir <b>to prevent</b>	proteger <b>to protect</b>
el delito <b>crime</b>	los derechos humanos <b>human rights</b>
la (des)igualdad <b>(in)equality</b>	la (in)justicia <b>(in)justice</b>
el tribunal <b>court</b>	el/la abogado/a <b>lawyer</b>
el/la ladrón/ ladrona <b>thief</b>	la víctima <b>victim</b>
secuestrar <b>to kidnap</b>	la ley <b>law</b>
tener derecho <b>a to have the right to</b>	la diversidad <b>diversity</b>
la inmigración <b>immigration</b>	el/la emigrante <b>emigrant</b>

- *The instructor should review the following scenarios (getting pulled over and reporting a crime) with the students and ask them to write down words that they do not understand. Then go through and look up the words in the dictionary.*

### Talking with the Police:

If you are pulled over you should remain seated with your hands on the steering wheel.

*I.) Officer- Good morning. May I see your license and registration?*

*Driver- Yes sir. Here it is (hand officer documents).*

*Officer- Thank you. I pulled you over because you were going 40 in a 60 mph zone.*

*Driver- Oh, I did not realize my speed.*

*Officer- Unfortunately, I have to issue you a ticket. Stay here and I will be right back (goes to his vehicle).*



*Officer- (returns from his vehicle). Here you go. Sign here (on paper). This confirms that you acknowledge your ticket and must either show up in court or pay the fine.*

***Driver- (signs paper) Yes sir.***

*Officer- Have a good day.*

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*2.) Officer- Good evening. Can I see your license and registration.*

***Driver- Yes sir. Was I doing something wrong?***

*Officer- You have a tail light out, ma'am.*

***Driver- Oh, really? I did not realize that. It must have gone out recently.***

*Officer- Wait one minute (officer goes to his vehicle).*

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*Officer- (returns from his vehicle). Here are your papers ma'am. This is just a warning. You need to get your light fixed immediately and do not drive anymore at night with the light out.*

***Driver- Okay. I will do that tomorrow. Thank you officer.***

*Officer- Yes, ma'am. Have a good rest of the evening.*

**Activity (“Getting a Traffic Ticket” Podcast):** Follow the link below and listen to a short podcast related to talking with the police. Have students write down words that they do not know while listening to the short story. Afterward, review the words in bold as well as other the students did not understand. You can start the podcast at 1 minute 13 seconds and end it at 2 minutes 45 seconds.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=380](http://www.eslpod.com/website/show_podcast.php?issue_id=380)

### **Script:**

I was driving down the street when I saw a **police car** behind me. Suddenly, it turned on its **siren**. I realized that I was **being pulled over**.

Officer: Can I see your **driver’s license, registration, and proof of insurance?**

Ray: Sure. Here you are, officer.

Officer: Did you know that you were **speeding?** You were going 70 in a 55 **mile an hour zone**.

Ray: I was? No, I didn’t know.

Officer: You also **ran a red light** and your **brake light** is out. I see that your **tags** have also **expired**. I’m going to have **to cite** you for all of that.

Ray: I’m sure I didn’t run a red light, and I didn’t know my brake light wasn’t working. I just renewed my registration and I’m still waiting for my new tags to arrive in the mail. Is there any

way I can **get away with** just a **warning**?

Officer: I'm afraid not.

Ray: What's the **fine** for all of those **violations**?

Officer: That information is on the back of the **citation**. Here you are. Have a nice day.

Ray: Thanks. Thanks a lot!

### Traffic Stop Dos and Don'ts

#### DO:

Speak English, even if you have difficulty  
stay in the car as the officer approaches  
be polite to the officer  
give the officer your driver's license and registration

#### DON'T

claim that you speak no English  
go toward the police car  
argue with the officer  
offer cash to officer for ticket

**3. Caller- Yes. I need to report a crime.**

*Officer- Yes. What would you like to report?*

**Caller- My home has been broken into.**

*Officer- Are you inside your home now?*

**Caller- Yes sir.**

*Officer- Is there any signs of someone there?*

**Caller- I'm not sure. I do not here anyone.**

*Officer- Okay ma'am. I need you to go back outside and wait for an officer to arrive. What is your address?*

**Caller- 567 Northfield Road.**

*Officer- We are one the way.*

**Caller- Thank you officer.**

**Activity (Crime Quiz):** Students can visit this website to test their knowledge of crime vocabulary:

<http://iteslj.org/v/s/ab-crimes.html>

**Activity (Role Play):** Break the students up into small groups and have them create a short skit. Have them role play the entire scenario from the start of the crime/ speeding/ etc. to the end of the phone call with the police officer. Props like a police officer badge, toy phone, notepad, pen, etc. can be used. The following are some skit examples:

- Speeding
- Possible Crime
- Car accident

**Rights of Families and Immigrants**

**Activity (Flyer Information):** Print off the following flyers and hand it out to each student. Go through the information with the students and make sure they understand their rights.

1. The ACLU Flyer covers what rights immigrants have when being spoken to or interrogated by the police, FBI, etc. Visit [http://www.aclu.org/kyr/kyr\\_spanish.pdf](http://www.aclu.org/kyr/kyr_spanish.pdf)
2. “Conozca sus Derechos” addresses how federal agencies (or those agencies receiving federal funds) must provide for Spanish speaking people. Go directly to <http://www.lep.gov/LEPKYR-Spanish.pdf>

**Activity (Website Discovery):** Navigate the following website with the students. Let them know that this is a valuable resource and can be accessed on the library’s computers. The website provides information about the laws and rights for immigrants:

[http://www.usa.gov/gobiernousa/Leyes\\_Datos\\_Estadisticas/Derechos.shtml](http://www.usa.gov/gobiernousa/Leyes_Datos_Estadisticas/Derechos.shtml)

- *The instructor should review the following rights of immigrants and families related to education.*

### **Inmigrantes y Educación: ¿Cuáles son sus derechos?**

*Este folleto es para inmigrantes que quieren conocer sus derechos a una educación pública gratis.*

#### **1. ¿Pueden los niños inmigrantes asistir a la escuela pública?**

Sí. Tanto los niños documentados como los indocumentados tienen el derecho de asistir a la escuela pública gratis. Las escuelas no pueden impedir que los niños asistan a la escuela porque no están documentados. Las escuelas no pueden impedir a los padres que inscriban a sus niños en la escuela. Es la ley que estudiantes deben asistir a escuela hasta que tengan 17 años de edad.

#### **2. ¿Pueden las escuelas públicas hacer que los padres o los niños digan su estado migratorio?**

No. Las escuelas no pueden hacer que los padres o los niños digan si son indocumentados. Las escuelas no pueden preguntar sobre su estado migratorio. También, no pueden obligar a los estudiantes ni a los padres a dar su número de seguro social.

#### **3. Si una escuela sabe que un niño está indocumentado, ¿pueden ellos informarle a otras agencias?**

No. Las escuelas no pueden dar ninguna información del archivo del estudiante que muestre que el niño no está documentado, a menos que los padres den su permiso. Esto incluye a funcionarios de inmigración en United States Citizenship e Immigration Services (USCIS, fue anteriormente INS). Trabajadores de las escuelas, como personal docente y directores, no tienen la obligación de reportar a los niños

indocumentados ni a sus padres al USCIS.

#### **4. ¿Qué documentos necesitan los estudiantes para matricularse en la escuela?**

Las escuelas de Carolina del sur pedirán:

- Un formulario de inmunización (vacunas)
- la partida de nacimiento o documentos que prueben la edad del niño.

Algunas escuelas también piden prueba de que el niño vive en Carolina del sur.

Usted puede probar esto al:

- mostrar recibos de que ha pagado alquiler en Carolina del Sur
- mostrar recibos de que ha pagado facturas de servicios públicos; o
- si no paga donde vive, una declaración de las personas con quien vive.

#### **5. ¿Qué pasa si un niño no entiende o no habla bien inglés?**

Los estudiantes que no hablan, leen, escriben o entienden bien inglés son llamados Limited English Proficient (**LEP** por sus siglas en inglés). Cuando un niño viene a la escuela, la escuela le preguntará si habla otro idioma en casa. Si habla otro idioma en casa, tomarán una prueba para ver su nivel de inglés. Después, los estudiantes LEP deben ser colocados en un programa que corresponde a sus habilidades. Al principio, dichos estudiantes deben ser colocados en una clase con niños de su misma edad.

#### **6. ¿Ha qué tipo de programa académico entrarán los niños LEP?**

No hay un programa fijo para los niños LEP. Las escuelas no tienen que enseñar a los niños en el idioma que ellos mejor hablan. No obstante, las escuelas tienen que tener un programa que funcione para enseñar a los niños LEP. Las escuelas también deben asegurarse que los maestros están bien calificados y que los libros están al nivel del niño LEP.

#### **7. ¿Qué acerca del tipo de educación especial o programas para superdotados?**

Las escuelas no pueden colocar a niños LEP en un programa de Educación Especial solamente porque tiene problemas leyendo, hablando o entendiendo inglés. También, las escuelas no pueden permitir dejar entrar a estudiantes LEP en los programas para superdotados solamente porque son LEP.

#### **8. ¿Pueden los niños indocumentados recibir el desayuno y el almuerzo de la escuela?**

Las escuelas públicas de Carolina del sur ofrecen comidas sanas gratis a las escuelas o por un precio bajo. Si la familia tiene ingresos muy bajos, el niño puede recibir desayunos y almuerzos en la escuela. Los padres deben llenar un formulario especial. El formulario solicitará un número de seguro social. Si los padres no tienen un número de seguro social, pueden decir que no lo tienen. La escuela no los denunciará al USCIS.

#### **9. ¿Qué pasa si los padres son LEP?**

Las escuelas deben de enviar a los padres LEP cartas y toda la información de la escuela en un idioma que los padres entiendan. Por ejemplo, si los padres solamente hablan español, la escuela debe enviarles la información de la escuela en español. Es

importante decirle a la escuela que idioma se habla en casa.

**10. ¿Qué pasa si una escuela no permite a un niño indocumentado matricularse en la escuela?**

Primero, dígame a la escuela que niños indocumentados tienen el derecho de asistir a las escuelas públicas **sin pagar**. Si el empleado de la escuela no escucha, pregunte por el director. Si la escuela no le escucha, hable con un abogado que viva en su área. También puede ponerse en contacto con la Office of Civil Rights (Oficina de Derechos Civiles) en Atlanta al (404) 562-6350.

**11. ¿Pueden los estudiantes indocumentados recibir financiamiento para ir a la universidad o un descuento para ir a la universidad por ser residentes del estado?**

No. Actualmente, estudiantes indocumentados no pueden recibir financiamiento para ir a la universidad o un descuento para ir a la universidad por ser residentes del estado. Hay un proyecto de ley llamado DREAM Act que puede cambiar esto en el futuro. DREAM Act es el Development, Relief, and Education for Alien Minors Act. Si es adoptado por el gobierno, permitiría a las universidades de los estados dar un descuento a los estudiantes indocumentados por ser residentes del estado. Los estudiantes indocumentados también tendrían la oportunidad de quedarse en los Estados Unidos legalmente.

- *The instructor should review the Power of Attorney Form and how it can help immigrants in the event of an emergency. Should they have to go to Mexico, the Power of Attorney form gives them legal access to their property and assets in the U.S.*

**General Power of Attorney:**

Go to this website for information on the General Power of Attorney Forms. It is in Spanish and should be passed out to each student:

<http://www.nvbar.org/pdf/pamphlets/spanish/podergeneraldeabogado.pdf>

## 2008 Tennessee Migrant Education Adult ELL Class Lesson Plans

### GENERAL POWER OF ATTORNEY

NOTICE: THE POWERS GRANTED BY THIS DOCUMENT ARE BROAD AND SWEEPING. IF YOU HAVE ANY QUESTIONS ABOUT THESE POWERS, OBTAIN COMPETENT LEGAL ADVICE. THIS DOCUMENT DOES NOT AUTHORIZE ANYONE TO MAKE MEDICAL AND OTHER HEALTH-CARE DECISIONS FOR YOU. YOU MAY REVOKE THIS POWER OF ATTORNEY IF YOU LATER WISH TO DO SO.

I, \_\_\_\_\_ [YOUR FULL LEGAL NAME], residing at \_\_\_\_\_ [YOUR FULL ADDRESS], hereby appoint \_\_\_\_\_ of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, as my Attorney-in-Fact ("Agent").

If my Agent is unable to serve for any reason, I designate \_\_\_\_\_, of \_\_\_\_\_, \_\_\_\_\_, as my successor Agent.

I hereby revoke any and all general powers of attorney that previously have been signed by me. However, the preceding sentence shall not have the effect of revoking any powers of attorney that are directly related to my health care that previously have been signed by me.

My Agent shall have full power and authority to act on my behalf. This power and authority shall authorize my Agent to manage and conduct all of my affairs and to exercise all of my legal rights and powers, including all rights and powers that I may acquire in the future. My Agent's powers shall include, but not be limited to, the power to:

1. Open, maintain or close bank accounts (including, but not limited to, checking accounts, savings accounts, and certificates of deposit), brokerage accounts, and other similar accounts with financial institutions.
  - a. Conduct any business with any banking or financial institution with respect to any of my accounts, including, but not limited to, making deposits and withdrawals, obtaining bank statements, passbooks, drafts, money orders, warrants, and certificates or vouchers payable to me by any person, firm, corporation or political entity.
  - b. Perform any act necessary to deposit, negotiate, sell or transfer any note, security, or draft of the United States of America, including U.S. Treasury Securities.
  - c. Have access to any safe deposit box that I might own, including its contents.
2. Sell, exchange, buy, invest, or reinvest any assets or property owned by me. Such assets or property may include income producing or non-income producing assets and property.
3. Purchase and/or maintain insurance, including life insurance upon my life or the life of any other appropriate person.
4. Take any and all legal steps necessary to collect any amount or debt owed to me, or to settle any claim, whether made against me or asserted on my behalf against any other person or entity.
5. Enter into binding contracts on my behalf.
6. Exercise all stock rights on my behalf as my proxy, including all rights with respect to stocks, bonds, debentures, or other investments.
7. Maintain and/or operate any business that I may own.
8. Employ professional and business assistance as may be appropriate, including attorneys, accountants, and real estate agents.
9. Sell, convey, lease, mortgage, manage, insure, improve, repair, or perform any other act with respect to any of my property (now owned or later acquired) including, but not limited to, real estate and real estate rights (including the right to remove tenants and to recover possession). This includes the right to sell or encumber any homestead that I now own or may own in the future.
10. Prepare, sign, and file documents with any governmental body or agency, including, but not limited to, authorization to:
  - a. Prepare, sign and file income and other tax returns with federal, state, local, and other governmental bodies.
  - b. Obtain information or documents from any government or its agencies, and negotiate, compromise, or settle any matter with such government or agency (including tax matters).
  - c. Prepare applications, provide information, and perform any other act reasonably requested by any government or its agencies in connection with governmental benefits (including military and social security benefits).
11. Make gifts from my assets to members of my family and to such other persons or charitable organizations with whom I have an established pattern of giving. However, my Agent may not make gifts of my property to the Agent. I appoint \_\_\_\_\_, of \_\_\_\_\_,





**General Durable Power of Attorney  
Effective Upon Execution**

I, [NAME], a resident of [ADDRESS. COUNTY, STATE]; Social Security Number [NUMBER] designate [NAME], presently residing at [ADDRESS], as my attorney in fact (referred to as “the Agent”) on the following terms and conditions:

- 1) **Authority to Act.** The Agent is authorized to act for me under this Power of Attorney and shall exercise all powers in my best interests and for my welfare.
- 2) **Powers of Agent.** The Agent shall have the full power and authority to manage and conduct all of my affairs, and to exercise my legal rights and powers, including those rights and powers that I may acquire in the future, including the following:
  - i) **Collect and Manage.** To collect, hold, maintain, improve, invest, lease, or otherwise manage any or all of my real or personal property or any interest therein;
  - ii) **Buy and Sell.** To purchase, sell, mortgage, grant options, or otherwise deal in any way in any real property or personal property, tangible or intangible, or any interest therein, upon such terms as the Agent considers proper, including the power to buy United States Treasury Bonds that may be redeemed at par to pay federal estate tax and to sell or transfer Treasury securities;
  - iii) **Borrow.** To borrow money, to execute promissory notes therefor, and to secure any obligation by mortgage or pledge.
  - iv) **Business and Banking.** To conduct and participate in any kind of lawful business of any nature or kind, including the right to sign partnership agreements, continue, reorganize, merge, consolidate, recapitalize, close, liquidate, sell, or dissolve any business and to vote stock, including the exercise of any stock options and the carrying out of any buy sell agreement; to receive and endorse checks and other negotiable paper, deposit and withdraw funds (by check or withdrawal slips) that I now have on deposit or to which I may be entitled in the future in or from any bank, savings and loan, or other institution;
  - v) **Tax Returns and Reports.** To prepare, sign, and file separate or joint income, gift, and other tax returns and other governmental reports and documents; to consent to any gift; to file any claim for tax refund; and to represent me in all matters before the Internal Revenue Service;
  - vi) **Safe Deposit Boxes.** To have access to any safety deposit box registered in my name alone or jointly with others, and to remove any property or papers located therein;
  - vii) **Proxy Rights.** To act as my agent or proxy for any stocks, bonds, shares, or other investments, rights, or interests I may now or hereafter hold;
  - viii) **Legal and Administrative Proceedings.** To engage in any administrative or legal proceedings or lawsuits in connection with any matter herein;
  - ix) **Transfers in Trust.** To transfer any interest I may have in property, whether real or personal, tangible or intangible, to the trustee of any trust that I have created for my benefit;
  - x) **Delegation of Authority.** To engage and dismiss agents, counsel, and employees, in connection with any matter, upon such terms as my agent determines;
  - xi) **Restrictions on Agent’s Powers.** Regardless of the above statements, my agent (1) cannot execute a will, a codicil, or any will substitute on my behalf; (2) cannot change the beneficiary on any life insurance policy that I own; (3) cannot make gifts on my behalf; and (4) may not exercise any powers

that would cause assets of mine to be considered taxable to my agent or to my agent's estate for purposes of any income, estate, or inheritance tax, and (5) cannot contravene any medical power of attorney I have executed whether prior or subsequent to the execution of this Power of Attorney.

- 3) **Durability.** This durable Power of Attorney shall be irrevocable until the trust corpus is surrendered by the trustees, shall not be affected by my death or disability except as provided by law, and shall continue in effect after the surrender of the trust corpus until my death or until revoked by me in writing.
- 4) **Reliance by Third Parties.** Third parties may rely upon the representations of the Agent as to all matters regarding powers granted to the Agent. No person who acts in reliance on the representations of the Agent or the authority granted under this Power of Attorney shall incur any liability to me or to my estate for permitting the Agent to exercise any power prior to actual knowledge that the Power of Attorney has been revoked or terminated by operation of law or otherwise.
- 5) **Indemnification of Agent.** No agent named or substituted in this power shall incur any liability to me for acting or refraining from acting under this power, except for such agent's own misconduct or negligence.
- 6) **Original Counterparts.** Photocopies of this signed Power of Attorney shall be treated as original counterparts.
- 7) **Revocation.** I hereby revoke any previous Power of Attorney that I may have given to deal with my property and affairs as set forth herein.
- 8) **Compensation.** The Agent shall be reimbursed for reasonable expenses incurred while acting as Agent and may receive reasonable compensation for acting as Agent.
- 9) **Substitute Agent.** If [NAME] is, at any time, unable or unwilling to act, I then appoint [NAME], presently residing at [ADDRESS] as my Agent.

Dated: [DATE]

\_\_\_\_\_  
[NAME]

Signed in the presence of:

\_\_\_\_\_  
[WITNESS]

\_\_\_\_\_  
[WITNESS]

Subscribed and sworn to before me on [DATE].

\_\_\_\_\_  
\_\_\_\_\_.  Notary Public, [COUNTY, STATE]  My commission expires

- *The instructor should review with the students the vocabulary and instructions on giving personal information on forms or in person. Personal information includes name, address, telephone number, date of birth, race, ethnicity, credit card information, bank account information, employer, social security number, etc.*

**Never give personal information to:**

- telemarketers or unknown callers
- online sites that you unsure of their security or reputation (Expedia and Amazon are examples of trusted sites)
- requests from unknown email addresses

Ask the students if they have had any experience with fraud/bad online shopping/ etc. or share your own story of what not to do with your personal information.

**Activity (Personal Information Form):** Review the worksheet below. Go through some of the questions and mark unknown vocabulary. Look up vocabulary words in dictionary. Explain when personal information like this may be asked (at the doctor's office, DMV, human resources agencies, etc.).

**Personal Information Worksheet**

Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
 \_\_\_\_\_ Zip Code: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Current Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
 \_\_\_\_\_ Zip Code: \_\_\_\_\_

Are you authorized to work in the U.S.? \_\_\_\_\_

Current Visa Type: \_\_\_\_\_ Issue Date: \_\_\_\_\_ Visa Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Entry Visa Type: \_\_\_\_\_ Entry Date: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ Port of Entry: \_\_\_\_\_ Entry Number: \_\_\_\_\_

Passport Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ I-94 Status: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Alien Registration Number: \_\_\_\_\_ Nation of Citizenship: \_\_\_\_\_

**Personal Health Worksheet**

Blood Type: \_\_\_\_\_

Current Health Conditions: \_\_\_\_\_ Current

Medication: \_\_\_\_\_

Family Health History: \_\_\_\_\_ Have you  
 ever been hospitalized? \_\_\_\_\_ Reason: \_\_\_\_\_ Do you smoke?  
 \_\_\_\_\_ Do you drink alcohol? \_\_\_\_\_ If yes, how often? \_\_\_\_\_

**Activity (Basic Car Parts):** Divide class into groups. Give each student a copy of “Your Basic Car Parts.” Have the students work together to read the words, meanings and find the parts on the car.

**Basic Car Vocabulary:**

**Air cleaner/filter:** Air is drawn through it, Contains a filter that blocks dirt before it can enter the engine.

**Filtro de aire/filtro:** El aire se dibuja a través de él. Contiene un filtro que bloquee la suciedad antes de que pueda entrar en el motor.

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**Air intake manifold:** Air is distributed into the combustion chamber.

**Múltiple de la toma de aire:** El aire se distribuye en la cámara de combustión

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**Alternator:** Takes over from the battery when the engine is running. Recharges the battery and supplies power to all electrical components.

**Alternador:** Asume el control de la batería cuando el motor está funcionando. Recarga la batería y provee energía a todos los componentes eléctricos.

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**Battery:** Supplies the initial electrical power that starts the engine.

**Batería:** Provee la corriente eléctrica inicial que enciende el motor.

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**Carburetor:** Most new cars now have fuel injected engines. Older vehicles have carburetors. This gadget mixes air and fuel in the proper ratio for burning in the engine's combustion chambers.

**Carburador:** La mayoría de los coches nuevos ahora tienen motores inyectados combustible. Vehículos más viejos tienen carburadores. Este adminículo mezcla el aire y el combustible en el cociente apropiado para quemarse en las cámaras de combustión del motor.

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**Coolant reservoir (tank):** Holds hot coolant (antifreeze) that overflows from the radiator and also draws back into the radiator as it is needed.

**Depósito del líquido refrigerador (tanque):** Sostiene el líquido refrigerador caliente (anticongelante) que los desbordamientos del radiador y también dibuja nuevamente dentro del radiador mientras que es necesario.

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**Distributor:** Distributes high voltage electricity to the spark plugs, one at a time.

**Distribuidor:** Distribuye electricidad de alto voltaje a los enchufes de chispa, uno a la vez.

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**Exhaust manifold:** Set of pipes, one for each cylinder that conducts exhaust away from cylinders.

**Múltiple del extractor:** Sistema de las pipas, una para cada cilindro que conduce el extractor lejos de los cilindros.

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**Fuel injection system:** Sprays controlled amount of fuel directly into either the intake manifold or combustion chambers, resulting in a very precise air to fuel ratio that improves fuel economy.

**Sistema de la inyección de carburante:** Los aerosoles controlaron la cantidad de combustible directamente en el múltiple de producto o cámaras de combustión, dando por resultado un aire muy exacto para aprovisionar de combustible el cociente que mejora economía de combustible.

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**Muffler:** The interior "baffles" and tubes quiet the explosive release of exhaust.

**Silenciador:** El interior “deslumbra” y los tubos callan el lanzamiento explosivo del extractor.

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**Suspension system:** This system receives a great deal of punishment from the roads. This system consists of shock absorbers, Struts, springs, and motor mounts, tires, tie rods, ball joints, control arms, torsion bar, strut rods, spindle, axles.

**Sistema de la suspensión:** Este sistema recibe el castigo mucho de los caminos. Este sistema consiste en los amortiguadores de choque, los puntales, los resortes, y los montajes del motor, neumáticos, barras de lazo, articulaciones de rótula, brazos de control, barra de la torsión, barras del puntal, huso, árboles.

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**Power steering reservoir:** This reservoir contains fluid for your power steering system. Once the reservoir cap is unscrewed the cap will consist of a dip stick. This will identify the fluid levels.

**Depósito del manejo de la energía:** Este depósito contiene el líquido para su sistema de manejo de la energía. Una vez que el casquillo del depósito esté desatornillado el casquillo consistirá en una varilla de nivbl. Esto identificará los niveles flúidos

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**Brake fluid reservoir:** The brake fluid level can be inspected by the plastic box or bottle by the fire wall on the driver side.

**Depósito del líquido de frenos:** El nivel del líquido de frenos se puede examinar por la caja plástica o la botella por la pared cortafuego en el lado del conductor.

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**Disc brakes:** A metal disk that spins with the wheel that the brake pad uses to pressure against to stop

**Frenos de disco:** Un disco del metal que hace girar con la rueda contra la cual el cojín de freno utiliza ejercer presión sobre para parar

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**Oil dip stick:** The stick that's used to check the level of the motor oil.

**Varilla de nivel del aceite:** El palillo que se utiliza para comprobar el nivel del aceite del motor

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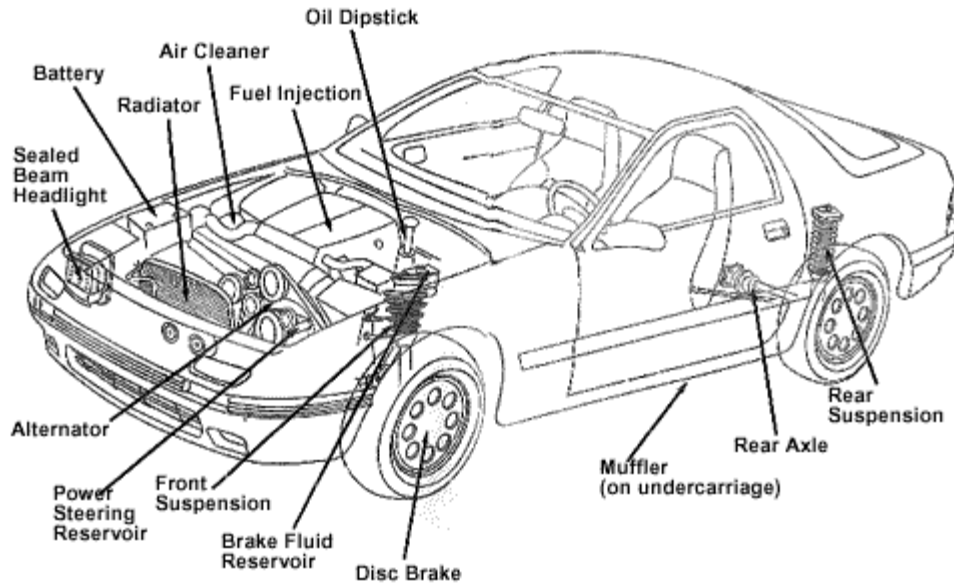
**Rear Axle:** A shaft that connects the power from the transmission to the wheels

**Eje trasero:** Un eje que conecta la energía de la transmisión con las rueda

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**Radiator:** The device that helps to remove heat from the cooling system as coolant passes through it.

**Radiador:** El dispositivo que ayuda a quitar calor del sistema de enfriamiento mientras que el líquido refrigerador pasa a través de él.



**Activity (Hands On):** Have the teacher go over with the students the second list of “Additional Car Parts and Their Purposes.” As the teacher gives the car part name and the definition, a student can volunteer to show where the part is on a toy car that has a hood and doors that will open. (The parts could also been shown on the teacher’s car in the parking lot.) Students can fill in the Spanish word on their worksheet.

### Additional Car Vocabulary:

**Accelerator:** The gas pedal of an automobile, for increasing the speed of the machine.

**Axle:** A supporting shaft on which a wheel revolves.

**Blinker:** A light that blinks in order to convey a signal.

**Bumper:** A horizontal bar attached to the front and rear of an automobile to absorb the impact of a collision.

**Choke:** To reduce the air intake of a carburetor, thereby enriching the fuel mixture.

**Clutch:** A device for engaging and disengaging two working parts of a shaft or of a shaft and driving mechanism.

**Cylinder:** A chamber in which a piston moves.

**Dashboard:** A panel beneath the windshield of an automobile containing instruments, dials and controls.

**Door:** A moveable panel used to open or close an entranceway.

**Engine:** A machine that converts energy into mechanical motion.

**Fan:** Implement to create a cool breeze.

**Fan Belt:** The belt that is used to move the fan.

**Gasket:** Any of a variety of seals used between matched machine parts to prevent the escape of a fluid.

- Gear:** A toothed wheel or other machine element that meshes with another toothed element to transmit motion or change speed or direction.
- Headlight:** A light on the front of a vehicle.
- Horn:** An electrical device that produces a sound similar to a horn.
- Hoses:** A flexible tube for conveying fluids.
- Hubcap:** A round metal covering clamped over the hub of an automobile.
- Jack:** A portable device for raising heavy objects.
- Key:** A notched metallic instrument designed to open or close a lock.
- License Plate:** Metal plate with numbers located on the bumper at the back of the car.
- Light Bulbs:** A source of illumination.
- Lock:** Mechanism used to secure a door.
- Mirror:** A piece of glass that gives a true picture of something else.
- Piston:** A solid cylinder or disk that fits snugly into a cylinder and moves back and forth under fluid pressure.
- Seat:** Something that may be sat on.
- Serpentine Belt:** A belt that is woven snakelike through the engine parts.
- Spark Plug:** The device that ignites the fuel system by means of an electric spark.
- Speedometer:** An instrument for indicating speed.
- Steering Wheel:** A round rotating device that is used to turn the car.
- Starter:** Small motor that starts the car up.
- Tail Light:** Light in the rear of the car by the bumper.
- Tire:** A covering for a wheels rim that is rubber and filled with compressed air.
- Transmission:** An assembly of gears that links an engine to a driving axle.
- Trunk:** A covered compartment in an automobile that is used for luggage and storage.
- Turn Signal:** The light on the front and back of the car that blinks when the driver of the car shows he is turning left or right.
- Valve:** A mechanical device that blocks and regulates gas or liquid flow by blocking and uncovering openings.
- Water Pump:** The pump in the cooling system of an automobile that causes the water to circulate.
- Window:** A pane of glass that allows the driver to see out.
- Windshield:** A framed pane of glass located in the front of the occupants in an automobile to protect them from the wind.
- Windshield Wipers:** The two devices used on the car windshield to remove water, snow and dirt.
- Wires:** Rubber coated flexible strand used to transfer electrical current through parts of the car.

**Activity (Online Quizzes):** Students can go to these websites to take quizzes related to cars, transportation, and car parts:

<http://iteslj.org/v/s/ab-car.html>

<http://iteslj.org/v/s/se-car.html>

<http://a4esl.org/q/h/9901/pk-auto.html>

**Activity (Car Parts Worksheet):** Have the students complete the worksheet in order to build their car vocabulary knowledge.

Directions: Match the correct picture with a word from the box.

engine gear shift wheel	license plate headlight seatbelt	seat window steering wheel
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**Activity (Car Liquids):** For the colors of the car liquids, the students can write down the name of the liquid in their notebooks; and crayons or colorful fruit can be used by the teacher to show the color of the liquid. Example: Banana for the yellow and apple for the red. Then the teacher could hold up the apple and say what car liquid is this color and so on. A student might like to be the one that shows the colorful fruit in front of the class—so that the other students can guess the liquid it represents.

<b>Bright Green:</b>	Radiator coolant, this is also very slippery to the touch.
<b>Light or Dark Brown:</b>	If you change the oil often it will be a light brown, if not the fluid will be a darker brown. Make sure to change your engine oil every 35000 miles.
<b>Bright Blue:</b>	Windshield washer fluid. (Winter washer fluids can be orange, pink or yellow).
<b>Light Brown:</b>	If there is also a strong odor of rotten eggs, this is 90 weight or gear lube. It may be leaking from the rear axle center section or the manual transmission.
<b>Red Fluid:</b>	Automatic transmission fluid or power steering fluid. Note where the fluid is coming from – it could be long life coolant
<b>Clear:</b>	Power steering fluid or water from the condenser on the A/C unit.
<b>Light Yellow:</b>	Brake fluid is light yellow when new as it absorbs water the fluid becomes a dark muddy brown. Brake fluid absorbs 2% water over a one year period under normal braking conditions. This is a very important fluid and should be changed every other year.
<b>Amber:</b>	Gasoline, but there will be a distinct odor.

**Activity (“Before You Buy a Car”):** For the section called, “Before You Buy a Car, Check Out These Things,” take the students outside, go over the list and show them what to check for on the teacher’s car. Possibly the students would let the other students look at their cars as well. If it was a used car lot, what car would the students want to drive home, after looking all the cars over? Why?

**Before You Buy a Car Check Out These Things:**

A clean interior and exterior does not necessarily mean a great car.

Never get pressured into buying until you feel comfortable.

Make your test drive involve hard turns, different road surfaces, and lots of braking.

**You should also:**

- Ask to see the vehicle on as level a surface as possible. This is important, because you can spot a problem with suspension that may leave one or more quarters of the vehicle riding lower to the road than others. You can also sometimes spot frame damage to indicate the vehicle has been in at least one serious collision.
- Inspect the vehicle for signs of rust or damage.
- Look underneath the vehicle as well as at the obvious body.  
Pay close attention when you start the vehicle; look for dashboard warning lights that remain on and ask about them.
- Check the exhaust as you start the car

**Take a test drive that involves turning, shifting gears, braking multiple times, a steep ascent to see how well the car handles, and a dirt road or other challenging road surface**

- Listen for brake noise, engine knocking, pinging, or anything else that seems not quite right.
- Try all the lights to be sure they work.
- Have the engine running at least once when you check beneath the hood
- Under the hood, look at the overall condition of the engine (a clean engine is more than just pleasing to the eye; it may also indicate good vehicle care) as well as for loose or broken hoses, belts, and fixtures.

Look under the hood and on the bottom side of the hood. If there appears to be a moisture pattern then there is leakage some place. It would be good to check this again after taking it for a drive.

- When the car is cool, check the tail piped to see if it has carbon (black powder) or oily powder inside of it. If there is a little bit then not bad. If around the inside or outside of the tail pipe or on the paint it is burning oil.
- Check all the fluids. If the oil is gray, than it is leaking water into the oil. That is bad.
- If the fluids are low, then there may be a problem with leakage and a need to look under the car for drips.
- Check the transmission fluid after the test drive has been made. It gives a true reading when it is hot. If the transmission fluid smells burnt, then don't buy the car. The burnt smell indicates that the transmission is burning up.
- When the hood is up and the engine is running, listen to the motor.
- Are there any knocks, clicks, odd noises and smells. If so, the car has problems.

Don't forget to:

- Look beneath cushions and mats to be sure they aren't positioned to hide something.
- Check operation of windows, doors, and other devices
- Ask about operating costs, including average mileage and oil consumption

Also, never feel pushed to make a deal. If someone is really trying to force you to agree to buy immediately, before you can get the car professionally inspected or give it a thorough inspection yourself, there may be a reason.

Before you even get into the vehicle, do a little preliminary check:

- Are the tires in safe condition—no cracks, splits or excessive wear? Are they worn unevenly? Weird wear patterns means it could be out of alignment, bad bearings, bad ball joints or bad shocks. It can be an indication of a number of possible problems.
- As you slide into the driver's seat, there are a number of things to consider even before you turn on the ignition:
- Is the car in overall good condition?
- Are the seats, carpets, switches, mirrors and headliners all in acceptable shape? Look at the driver's seat and see if it is really worn out. It may have more miles on it than the speedometer shows
- Is the seat comfortable, evenly padded, in good repair, and adjustable?
- Does the car provide the primary driver with an unobstructed 360degree view?
- Do the safety features work—horn, headlights, emergency brake, seatbelts and windshield wipers?



Once you have settled in, adjusted the seat and mirrors, and fastened your seatbelt, you can begin your actual road test:

- Is the car easy to start?
- Does it turn over on the first try?
- Are the gears (manual transmission) easy to shift?
- Is the clutch easy to engage with no abnormal sounds or hesitation?
- In an automatic transmission, does the car move smoothly from gear to gear?
- Is there any unusual noise or hesitation while changing gears?
- Are the brakes strong? Put your foot on the brake and see how low the pedal goes down. If too close to the floor board, then there is brake problems.
- Is there a pull to either side as you step on the brakes?
- On the freeway, does the car have good acceleration?
- Can it easily reach speeds in order to merge with the flow of traffic?

- Do the turn signals work?
- Is the car easy to maneuver during lane changes?
- Are there any blind spots?
- Does the cruise control work?
- Around town, does the car handle well and idle steadily during stops?
- Is the acceleration strong starting off on a green light?
- Is the car easy to park in a number of types of parking spots?
- Do the air conditioning and heating systems function properly?
- Does the windshield wipers, windshield wiper spray and lights work?

During a quiet moment, listen for any strange sounds:

- Does the wind whistle through windows that can't quite close all the way?
- If there is a sunroof, is air coming through even when closed?

Check the sound system, if that is an important feature to you:

- Is the radio reception unclear?
- Is the CD or DVD player working? (You may want to bring a CD or DVD along just for a test.)

Back at the dealer lot or the seller's home, you should take a few minutes to walk around, crawl under, and pop the hood of the car. Check to see if there is any dripping fluid, smoke billowing from the exhaust system, or any build up of dirt and grime on and around the engine.

**Activity (Role play):** Act out skits with the students using the questions and answers in this lesson.

### **Conversing—With the Mechanic**

#### ***1. My car will not start.***

*What does it do?*

***Nothing.***

*Does it make a noise?*

***Yes. Like this. (make the noise)***

*It sounds like it is your starter.*

***How much money to fix it?***

\_\_\_\_\_ dollars.

***How long to fix it?***

\_\_\_\_\_ days/hours.

#### ***2. My car won't move.***

*Will the engine start and run.*

***Yes/No.***

*What kind of noise does it make?*



***It sounds like this. (make the noise)***

*That sounds like your \_\_\_\_\_ is broke. It will have to be towed in.*

***How much money to fix it?***

*It will cost \$45 for towing. I don't know how much the repair will cost until I see what is wrong. Maybe \$\_\_\_\_\_.*

***How long to fix it?***

*Maybe \_\_\_\_\_ days. We are very busy.*

**3. (Phone call)**

*Hi. This is Bob's Mechanics. How can I help you.*

***Hello. I have a leak in my car.***

*Where?*

***Under my motor.***

*What color is the leak?*

***Red.***

*It sounds like your transmission fluid is leaking.*

***When can I bring it in to get it fixed?***

*Next Tuesday at 9 a.m. What is your name and number.*

***My name is \_\_\_\_\_.*** ***My phone number is \_\_\_\_\_.***

*Ok. See you then.*

**4. Hello. My tire is flat. Can you fix it.**

*Yes.*

***How much will it cost?***

\_\_\_\_\_ dollars.

***How long will it take?***

\_\_\_\_\_ minutes.

***Ok.***

*You can wait over there. I will call your name when it is done.*

**5. Juan, I found that your alternator died and your battery needs replaced as well. I will have to order the parts.**

***How long will that take?***

\_\_\_\_\_ days.

***How much will that cost?***

\_\_\_\_\_ dollars.

***It is necessary.***

*Yes.*

***Okay, thank you.***

**Five Advanced Questions to Ask**

When dealing with a person selling one car at their home, you will want to make sure the vehicle is worth your time before you make the drive. Call first and talk to the owner/driver—other people in the house may not be able to answer your questions.

1. Why are you selling the vehicle? You may not be interested, but a person selling the vehicle because of mechanical problems, will often stumble on this question, alerting you to look at the vehicle very carefully.

2. How many miles are on the odometer? Generally speaking, multiply the year age of the vehicle by 15,000. If the vehicle has more miles on it than this; the vehicle is usually considered to have high mileage.

3. What condition is the vehicle in? Actually, this should be a series of questions like "how's the body and paint?", "how's the interior?", etc. You'll find the seller's opinion will often differ greatly from yours once you see the vehicle, but you can often discover problems like accident damage. This may save you a trip if you're looking for a vehicle that has not been in an accident.

4. What work has been done on the vehicle recently? Sellers often prepare a vehicle for sale by performing work they've been meaning to do for a while. This is usually an innocent attempt to make the vehicle look more appealing, but be wary if major work has just been completed. For example, if the engine has just been overhauled, make sure the engine is checked out thoroughly. It's rare, but owners occasionally try to get rid of a vehicle that's showing signs of poor workmanship on a major repair.

5. What options does it have? This will actually be a series of questions pertaining to your needs (it's a good idea to make a list before you start making calls). For example, if you need an automatic transmission or air conditioning, make sure you ask whether the vehicle has these items in it.. Ask which engine the vehicle has. A friend may have told you of the great fuel economy of his car, but the same model with a different engine may not do as well. Always be sure you're making an equal comparison (Haynes).

**Activity (“Getting a Car Serviced” Podcast’):** Go directly to this website to listen to a short podcast about getting your car repaired. You can start the podcast at 55 seconds and end it at 2 min 55 seconds. Ask the students to write down words they do not recognize as they listen. Afterward, review the words in bold and other words that the students are not familiar with and go over the plot of the story.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=485#](http://www.eslpod.com/website/show_podcast.php?issue_id=485#)

**Script:**

Sophia: Is my car ready?

Mechanic: I’m finished with your **oil change** and I replaced the **oil filter**. I’ve also replaced the wiper **blades** in your **windshield wipers**. But I’ve had a good look under your hood, and your car needs a lot of work.

Sophia: Really?

Mechanic: Yes, you have some serious problems. I bet your **engine** is running really rough. Your **transmission** is **leaking**, your **shocks** need to be replaced, and you need new **brake pads**. Your **battery** is very low and it should be replaced, too.

Sophia: I can't believe it.

Mechanic: It's true. Your **tires** need to be **rotated**, too, and I also suggest getting a **wheel alignment**.

Sophia: Well, this is all a big surprise, especially since I just bought this used car a couple of months ago.

Mechanic: You did? Well, you **got ripped off**. Whoever sold you this car is a **crook**. Where did you buy it?

Sophia: I bought it here! I bought this from the owner of this **garage**. He said that it was in **tip-top** shape!

**Activity (Online Game):** This website has four "mystery" pictures of car parts to identify verbally of a tire, a gas door, a grille, and a turn signal.

[http://www.nationalgeographic.com/ngkids/what/wiw\\_ap.html](http://www.nationalgeographic.com/ngkids/what/wiw_ap.html)

**Activity (Story Time):** The teacher can read, or let an advanced student read, a book about cars, such as: "Mater and the Ghost Light" by Disney.

### **Online Resources for Finding the Value of a Car:**

*The instructor should discuss the different ways of finding the value of a new or used car through the use of the internet. Explain how buyers should consult the Kelly Blue Book (or other source like NADA) to identify the value of a car before making a purchase. A Kelly Blue Book can also be purchased for around \$10. Students should take note of the following websites:*

- Kelly Blue Book <http://www.kbb.com/>
- NADA <http://www.nada.com/>
- [www.msn.com](http://www.msn.com) They can switch the language to Spanish and then search the "auto" section. This website offers more detailed pricing information and specifications.
- Edmunds [www.edmunds.com](http://www.edmunds.com)

**Activity (Kelly Blue Book Time):** Either bring a couple copies of the Kelly Blue Book to class or pull up the website on a projector screen for everyone to see. Show the students how the book/website is laid out and how to search for specific cars. Then ask students to find their own car in the book/website in order to be aware of its value.

**Understanding the Gauges on a Car:** Go over the following information with the students and have them take notes on their worksheet. Let them know that the gauges in their car could be a little different and in varying locations, but that this is just an overview of the most common layout.



Speedometer- The job of the speedometer is to indicate the speed of your car in miles per hour, kilometers per hour or both.

Temperature Gauge- This gauge measures the temperature of the engine coolant in degrees. It is very important to monitor the temperature gauge to be sure that your engine is not overheating. If you notice that the gauge is reading much hotter than it usually is and the outside temperature is not unusually hot, have the cooling system checked as soon as possible. Note: If the temperature gauge moves all the way to hot, or if the temperature warning light comes on, the engine is overheating! Safely pull off the road and turn the engine off and let it cool. An overheating engine can quickly cause serious engine damage!

Fuel Gauge- It is not a good idea to let your tank drop below 1/4. This is because your fuel pump is submerged in fuel at the bottom of the tank. The liquid fuel helps to keep the fuel pump cool. If the fuel level goes too low and uncovers the pump, the pump will run hotter than normal. If you do this often enough, it can shorten the life of the fuel pump and eventually cause it to fail.

Tachometer- The tachometer measures how fast the engine is turning in RPM (Revolutions Per Minute). This information is useful if your car has a standard shift transmission and you want to shift at the optimum RPM for best fuel economy or best acceleration.

Oil Pressure Lamp- Measures engine oil pressure in pounds per square inch. Oil pressure is just as important to an engine as blood pressure is to a person. If you run an engine with no oil



pressure even for less than a minute, you can easily destroy it. Most cars have an oil lamp that lights when oil pressure is dangerously low. If it comes on while you're driving, stop the vehicle as soon as is safely possible and shut off the engine. Then, check the oil level and add oil as necessary.

Charging System Lamp- The charging system is what provides the electrical current for your vehicle. Without a charging system, your battery will soon be depleted and your vehicle will shut down. When a charging problem is indicated, you can still drive a short distance to find help unlike an oil pressure or coolant temperature problem which can cause serious engine damage if you continue to drive. The worst that can happen is that you get stuck in a bad location.

Trip Computer- A trip computer can record distance travelled for a certain time period. They can be used on vacations or other small journeys in which you wish to know the total amount of miles you traveled.

**Activity (Car Gauges):** Draw the complete set of dashboard gauges on the board. The instructor should start by drawing a sketch of the dashboard. Then have students come up one by one and draw a gauge. Let them explain what it is used for as they add it to the dashboard set. It may be helpful to have different colored markers to use. In the end you should have a rough sketch of all the dashboard gauges you just covered.

**Finding a Car Manual Online and in the store:** Discuss with the students the ability to purchase a car manual online in order to fix a simple problem with their car. They can go to this website below to purchase manuals in Spanish or English for about \$25.00.

<http://www.haynes.com/>

They can also call Haynes at 18054986703 (not a toll free number) to order by phone. They say they have Spanish people at this number that can help with an order.

Another option is Auto Zone. They may have a person that speaks Spanish that can help at the store and order the book for anyone who is interested. Carquest Auto Parts carries a few of the most popular manuals. They have to special order any other books, as well as those in Spanish.

## Lesson 2 Student Worksheets

### Vocabulary:

el choque <b>collision</b>	el crimen <b>crime; murder</b>
el desastre (natural) <b>(natural) disaster</b>	el huracán <b>hurricane</b>
el incendio <b>fire</b>	la inundación <b>flood</b>
el terremoto <b>earthquake</b>	la violencia <b>violence</b>
la discriminación <b>discrimination</b>	el/la ciudadano/a <b>citizen</b>
peligroso/a <b>dangerous</b>	la sequía <b>drought</b>
prevenir <b>to prevent</b>	proteger <b>to protect</b>
el delito <b>crime</b>	los derechos humanos <b>human rights</b>
la (des)igualdad <b>(in)equality</b>	la (in)justicia <b>(in)justice</b>
el tribunal <b>court</b>	el/la abogado/a <b>lawyer</b>
el/la ladrón/ ladrona <b>thief</b>	la víctima <b>victim</b>
secuestrar <b>to kidnap</b>	la ley <b>law</b>
tener derecho a <b>to have the right to</b>	la diversidad <b>diversity</b>
la inmigración <b>immigration</b>	el/la emigrante <b>emigrant</b>

### Talking with the Police:

If you are pulled over you should remain seated with your hands on the steering wheel.

*1) Officer- Good morning. May I see your license and registration?*

*Driver- Yes sir. Here it is (hand officer documents).*

*Officer- Thank you. I pulled you over because you were going 40 in a 60 mph zone.*

*Driver- Oh, I did not realize my speed.*

*Officer- Unfortunately, I have to issue you a ticket. Stay here and I will be right back (goes to his vehicle).*

*Officer- (returns from his vehicle). Here you go. Sign here (on paper). This confirms that you acknowledge your ticket and must either show up in court or pay the fine.*

*Driver- (signs paper) Yes sir.*

*Officer- Have a good day.*

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2) *Officer- Good evening. Can I see your license and registration.*

***Driver- Yes sir. Was I doing something wrong?***

*Officer- You have a tail light out, ma'am.*

***Driver- Oh, really? I did not realize that. It must have gone out recently.***

*Officer- Wait one minute (officer goes to his vehicle).*

*Officer- (returns from his vehicle). Here are your papers ma'am. This is just a warning. You need to get your light fixed immediately and do not drive anymore at night with it out.*

***Driver- Okay. I will do that tomorrow. Thank you officer.***

*Officer- Yes, ma'am. Have a good rest of the evening.*

### **Traffic Stop Dos and Don'ts**

#### DO:

Speak English, even if you have difficulty  
stay in the car as the officer approaches  
be polite to the officer  
give the officer your driver's license and registration

#### DON'T

claim that you speak no English  
go toward the police car  
argue with the officer  
offer cash to officer for ticket

***Caller- Yes. I need to report a crime.***

*Officer- Yes. What would you like to report?*

***Caller- My home has been broken into.***

*Officer- Are you inside your home now?*

***Caller- Yes sir.***

*Officer- Is there any signs of someone there?*

***Caller- I'm not sure. I do not here anyone.***

*Officer- Okay ma'am. I need you to go back outside and wait for an officer to arrive. What is your address?*

***Caller- 567 Northfield Blvd.***

*Officer- We are one the way.*

***Caller- Thank you officer.***

## 2008 Tennessee Migrant Education Adult ELL Class Lesson Plans

### GENERAL POWER OF ATTORNEY

NOTICE: THE POWERS GRANTED BY THIS DOCUMENT ARE BROAD AND SWEEPING. IF YOU HAVE ANY QUESTIONS ABOUT THESE POWERS, OBTAIN COMPETENT LEGAL ADVICE. THIS DOCUMENT DOES NOT AUTHORIZE ANYONE TO MAKE MEDICAL AND OTHER HEALTH-CARE DECISIONS FOR YOU. YOU MAY REVOKE THIS POWER OF ATTORNEY IF YOU LATER WISH TO DO SO.

I, \_\_\_\_\_ [YOUR FULL LEGAL NAME], residing at \_\_\_\_\_ [YOUR FULL ADDRESS], hereby appoint \_\_\_\_\_ of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, as my Attorney-in-Fact ("Agent").

If my Agent is unable to serve for any reason, I designate \_\_\_\_\_, of \_\_\_\_\_, \_\_\_\_\_, as my successor Agent.

I hereby revoke any and all general powers of attorney that previously have been signed by me. However, the preceding sentence shall not have the effect of revoking any powers of attorney that are directly related to my health care that previously have been signed by me.

My Agent shall have full power and authority to act on my behalf. This power and authority shall authorize my Agent to manage and conduct all of my affairs and to exercise all of my legal rights and powers, including all rights and powers that I may acquire in the future. My Agent's powers shall include, but not be limited to, the power to:

1. Open, maintain or close bank accounts (including, but not limited to, checking accounts, savings accounts, and certificates of deposit), brokerage accounts, and other similar accounts with financial institutions.
  - a. Conduct any business with any banking or financial institution with respect to any of my accounts, including, but not limited to, making deposits and withdrawals, obtaining bank statements, passbooks, drafts, money orders, warrants, and certificates or vouchers payable to me by any person, firm, corporation or political entity.
  - b. Perform any act necessary to deposit, negotiate, sell or transfer any note, security, or draft of the United States of America, including U.S. Treasury Securities.
  - c. Have access to any safe deposit box that I might own, including its contents.
2. Sell, exchange, buy, invest, or reinvest any assets or property owned by me. Such assets or property may include income producing or non-income producing assets and property.
3. Purchase and/or maintain insurance, including life insurance upon my life or the life of any other appropriate person.
4. Take any and all legal steps necessary to collect any amount or debt owed to me, or to settle any claim, whether made against me or asserted on my behalf against any other person or entity.
5. Enter into binding contracts on my behalf.
6. Exercise all stock rights on my behalf as my proxy, including all rights with respect to stocks, bonds, debentures, or other investments.
7. Maintain and/or operate any business that I may own.
8. Employ professional and business assistance as may be appropriate, including attorneys, accountants, and real estate agents.
9. Sell, convey, lease, mortgage, manage, insure, improve, repair, or perform any other act with respect to any of my property (now owned or later acquired) including, but not limited to, real estate and real estate rights (including the right to remove tenants and to recover possession). This includes the right to sell or encumber any homestead that I now own or may own in the future.
10. Prepare, sign, and file documents with any governmental body or agency, including, but not limited to, authorization to:
  - a. Prepare, sign and file income and other tax returns with federal, state, local, and other governmental bodies.
  - b. Obtain information or documents from any government or its agencies, and negotiate, compromise, or settle any matter with such government or agency (including tax matters).
  - c. Prepare applications, provide information, and perform any other act reasonably requested by any government or its agencies in connection with governmental benefits (including military and social security benefits).
11. Make gifts from my assets to members of my family and to such other persons or charitable organizations with whom I have an established pattern of giving. However, my Agent may not make gifts of my property to the Agent. I appoint \_\_\_\_\_, of \_\_\_\_\_,



## General Durable Power of Attorney

### Effective Upon Execution

I, [NAME], a resident of [ADDRESS, COUNTY, STATE]; Social Security Number [NUMBER] designate [NAME], presently residing at [ADDRESS], as my attorney in fact (referred to as “the Agent”) on the following terms and conditions:

- 10) **Authority to Act.** The Agent is authorized to act for me under this Power of Attorney and shall exercise all powers in my best interests and for my welfare.
- 11) **Powers of Agent.** The Agent shall have the full power and authority to manage and conduct all of my affairs, and to exercise my legal rights and powers, including those rights and powers that I may acquire in the future, including the following:
  - i) **Collect and Manage.** To collect, hold, maintain, improve, invest, lease, or otherwise manage any or all of my real or personal property or any interest therein;
  - ii) **Buy and Sell.** To purchase, sell, mortgage, grant options, or otherwise deal in any way in any real property or personal property, tangible or intangible, or any interest therein, upon such terms as the Agent considers proper, including the power to buy United States Treasury Bonds that may be redeemed at par to pay federal estate tax and to sell or transfer Treasury securities;
  - iii) **Borrow.** To borrow money, to execute promissory notes therefor, and to secure any obligation by mortgage or pledge.
  - iv) **Business and Banking.** To conduct and participate in any kind of lawful business of any nature or kind, including the right to sign partnership agreements, continue, reorganize, merge, consolidate, recapitalize, close, liquidate, sell, or dissolve any business and to vote stock, including the exercise of any stock options and the carrying out of any buy sell agreement; to receive and endorse checks and other negotiable paper, deposit and withdraw funds (by check or withdrawal slips) that I now have on deposit or to which I may be entitled in the future in or from any bank, savings and loan, or other institution;
  - v) **Tax Returns and Reports.** To prepare, sign, and file separate or joint income, gift, and other tax returns and other governmental reports and documents; to consent to any gift; to file any claim for tax refund; and to represent me in all matters before the Internal Revenue Service;
  - vi) **Safe Deposit Boxes.** To have access to any safety deposit box registered in my name alone or jointly with others, and to remove any property or papers located therein;
  - vii) **Proxy Rights.** To act as my agent or proxy for any stocks, bonds, shares, or other investments, rights, or interests I may now or hereafter hold;
  - viii) **Legal and Administrative Proceedings.** To engage in any administrative or legal proceedings or lawsuits in connection with any matter herein;
  - ix) **Transfers in Trust.** To transfer any interest I may have in property, whether real or personal, tangible or intangible, to the trustee of any trust that I have created for my benefit;
  - x) **Delegation of Authority.** To engage and dismiss agents, counsel, and employees, in connection with any matter, upon such terms as my agent determines;
  - xi) **Restrictions on Agent’s Powers.** Regardless of the above statements, my agent (1) cannot execute a will, a codicil, or any will substitute on my behalf; (2) cannot change the beneficiary on any life

insurance policy that I own; (3) cannot make gifts on my behalf; and (4) may not exercise any powers that would cause assets of mine to be considered taxable to my agent or to my agent's estate for purposes of any income, estate, or inheritance tax, and (5) cannot contravene any medical power of attorney I have executed whether prior or subsequent to the execution of this Power of Attorney.

12) **Durability.** This durable Power of Attorney shall be irrevocable until the trust corpus is surrendered by the trustees, shall not be affected by my death or disability except as provided by law, and shall continue in effect after the surrender of the trust corpus until my death or until revoked by me in writing.

13) **Reliance by Third Parties.** Third parties may rely upon the representations of the Agent as to all matters regarding powers granted to the Agent. No person who acts in reliance on the representations of the Agent or the authority granted under this Power of Attorney shall incur any liability to me or to my estate for permitting the Agent to exercise any power prior to actual knowledge that the Power of Attorney has been revoked or terminated by operation of law or otherwise.

14) **Indemnification of Agent.** No agent named or substituted in this power shall incur any liability to me for acting or refraining from acting under this power, except for such agent's own misconduct or negligence.

15) **Original Counterparts.** Photocopies of this signed Power of Attorney shall be treated as original counterparts.

16) **Revocation.** I hereby revoke any previous Power of Attorney that I may have given to deal with my property and affairs as set forth herein.

17) **Compensation.** The Agent shall be reimbursed for reasonable expenses incurred while acting as Agent and may receive reasonable compensation for acting as Agent.

18) **Substitute Agent.** If [NAME] is, at any time, unable or unwilling to act, I then appoint [NAME], presently residing at [ADDRESS] as my Agent.

Dated: [DATE]

\_\_\_\_\_  
[NAME]

Signed in the presence of:

\_\_\_\_\_  
[WITNESS]

\_\_\_\_\_  
[WITNESS]

Subscribed and sworn to before me on [DATE].

\_\_\_\_\_  
\_\_\_\_\_.  Notary Public, [COUNTY, STATE]  My commission expires

**Air cleaner/filter:** Air is drawn through it, Contains a filter that blocks dirt before it can enter the engine.

**Filtro de aire/filtro:** El aire se dibuja a través de él. Contiene un filtro que bloquee la suciedad antes de que pueda entrar en el motor.

---

**Air intake manifold:** Air is distributed into the combustion chamber.

**Múltiple de la toma de aire:** El aire se distribuye en la cámara de combustión

---

**Alternator:** Takes over from the battery when the engine is running. Recharges the battery and supplies power to all electrical components.

**Alternador:** Asume el control de la batería cuando el motor está funcionando. Recarga la batería y provee energía a todos los componentes eléctricos.

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**Battery:** Supplies the initial electrical power that starts the engine.

**Batería:** Provee la corriente eléctrica inicial que enciende el motor.

---

**Carburetor:** Most new cars now have fuel injected engines. Older vehicles have carburetors. This gadget mixes air and fuel in the proper ratio for burning in the engine's combustion chambers.

**Carburador:** La mayoría de los coches nuevos ahora tienen motores inyectados combustible. Vehículos más viejos tienen carburadores. Este adminículo mezcla el aire y el combustible en el cociente apropiado para quemarse en las cámaras de combustión del motor.

---

**Coolant reservoir (tank):** Holds hot coolant (antifreeze) that overflows from the radiator and also draws back into the radiator as it is needed.

**Depósito del líquido refrigerador (tanque):** Sostiene el líquido refrigerador caliente (anticongelante) que los desbordamientos del radiador y también dibuja nuevamente dentro del radiador mientras que es necesario.

---

**Distributor:** Distributes high voltage electricity to the spark plugs, one at a time.

**Distribuidor:** Distribuye electricidad de alto voltaje a los enchufes de chispa, uno a la vez.

---

**Exhaust manifold:** Set of pipes, one for each cylinder that conducts exhaust away from cylinders.

**Múltiple del extractor:** Sistema de las pipas, una para cada cilindro que conduce el extractor lejos de los cilindros.

---

**Fuel injection system:** Sprays controlled amount of fuel directly into either the intake manifold or combustion chambers, resulting in a very precise air to fuel ratio that improves fuel economy.

**Sistema de la inyección de carburante:** Los aerosoles controlaron la cantidad de combustible directamente en el múltiple de producto o cámaras de combustión, dando por resultado un aire muy exacto para aprovisionar de combustible el cociente que mejora economía de combustible.

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**Muffler:** The interior "baffles" and tubes quiet the explosive release of exhaust.



**Silenciador:** El interior “deslumbra” y los tubos callan el lanzamiento explosivo del extractor.

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**Suspension system:** This system receives a great deal of punishment from the roads. This system consists of shock absorbers, Struts, springs, and motor mounts, tires, tie rods, ball joints, control arms, torsion bar, strut rods, spindle, axles.

**Sistema de la suspensión:** Este sistema recibe el castigo mucho de los caminos. Este sistema consiste en los amortiguadores de choque, los puntales, los resortes, y los montajes del motor, neumáticos, barras de lazo, articulaciones de rótula, brazos de control, barra de la torsión, barras del puntal, huso, árboles.

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**Power steering reservoir:** This reservoir contains fluid for your power steering system. Once the reservoir cap is unscrewed the cap will consist of a dip stick. This will identify the fluid levels.

**Depósito del manejo de la energía:** Este depósito contiene el líquido para su sistema de manejo de la energía. Una vez que el casquillo del depósito esté desatornillado el casquillo consistirá en una varilla de nivbl. Esto identificará los niveles flúidos

---

**Brake fluid reservoir:** The brake fluid level can be inspected by the plastic box or bottle by the fire wall on the driver side.

**Depósito del líquido de frenos:** El nivel del líquido de frenos se puede examinar por la caja plástica o la botella por la pared cortafuego en el lado del conductor.

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**Disc brakes:** A metal disk that spins with the wheel that the brake pad uses to pressure against to stop

**Frenos de disco:** Un disco del metal que hace girar con la rueda contra la cual el cojín de freno utiliza ejercer presión sobre para parar

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**Oil dip stick:** The stick that's used to check the level of the motor oil.

**Varilla de nivel del aceite:** El palillo que se utiliza para comprobar el nivel del aceite del motor

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**Rear Axle:** A shaft that connects the power from the transmission to the wheels

**Eje trasero:** Un eje que conecta la energía de la transmisión con las rueda

---

**Radiator:** The device that helps to remove heat from the cooling system as coolant passes through it.

**Radiador:** El dispositivo que ayuda a quitar calor del sistema de enfriamiento mientras que el líquido refrigerador pasa a través de él.

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**Additional Car Parts and Their Purposes:**

Acelerador: Árbol: Intermitente: Tope: Estrangulación: Embrague: Cilindro: Tablero de instrumentos: Puerta: Motor: Ventilador: Correa de ventilador: Junta: Engranaje: Linterna: Cuerno: Mangueras: Hubcap: Gato: Llave: Placa de la licencia: Bombillas: Cerradura: Espejo: Pistón: Sitz: Correa serpentina: Enchufe de chispa: Velocímetro: Rueda de manejo: Arrancador: Luz de la cola: Neumático: Transmisión: Tronco: Umdrehung Signal: Válvula: Bomba de agua: Ventana: Parabrisas: Limpiadores del parabrisas: Alambres:

**Accelerator:**

**Blinker:**

**Choke:**

**Cylinder:**

**Door:**

**Fan:**

**Gasket:**

**Headlight:**

**Hoses:**

**Jack:**

**Key:**

**License Plate:**

**Light Bulbs:**

**Lock:**

**Mirror:**

**Piston:**

**Seat:**

**Serpentine Belt:**

**Spark Plug:**

**Speedometer:**

**Steering Wheel:**

**Starter:**

**Tail Light:**

**Tire:**

**Transmission:**

**Trunk:**

**Turn Signal:**

**Valve:**

**Water Pump:**

**Window:**

**Windshield:**

**Windshield Wipers:**

**Wires:**

**Axle:**

**Bumper:**

**Clutch:**

**Dashboard:**

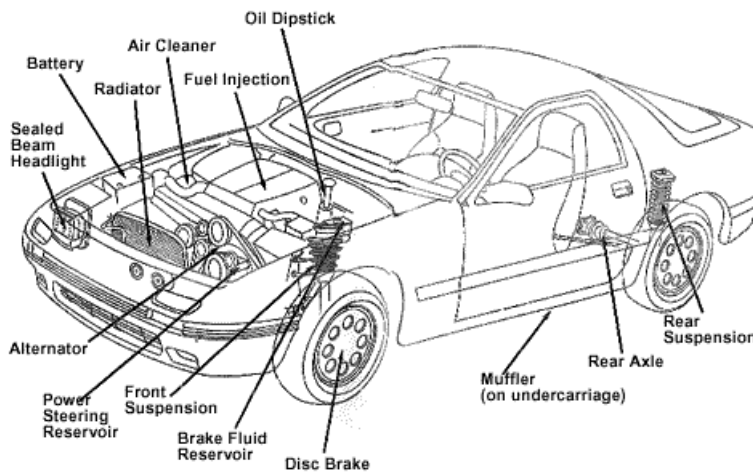
**Engine:**

**Fan Belt:**

**Gear:**

**Horn:**

**Hubcap:**



**Notes:**

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## Car Parts

Directions: Match the correct picture with a word from the box.

engine	license plate	seat
gear shift	headlight	window
wheel	seatbelt	steering wheel





## **Inmigrantes y Educación: ¿Cuáles son sus derechos?**

*Esta información es para inmigrantes que quieren conocer sus derechos a una educación pública gratis.*

### **1. ¿Pueden los niños inmigrantes asistir a la escuela pública?**

Sí. Tanto los niños documentados como los indocumentados tienen el derecho de asistir a la escuela pública gratis. Las escuelas no pueden impedir que los niños asistan a la escuela porque no están documentados. Las escuelas no pueden impedir a los padres que inscriban a sus niños en la escuela. Es la ley que los estudiantes deben asistir a escuela hasta que tengan 17 años de edad.

### **2. ¿Pueden las escuelas públicas hacer que los padres o los niños digan su estado migratorio?**

No. Las escuelas no pueden hacer que los padres o los niños digan si son indocumentados. Las escuelas no pueden preguntar sobre su estado migratorio. También, no pueden obligar a los estudiantes ni a los padres a dar su número de seguro social.

### **3. Si una escuela sabe que un niño está indocumentado, ¿pueden ellos informarle a otras agencias?**

No. Las escuelas no pueden dar ninguna información del archivo del estudiante que muestre que el niño no está documentado, a menos que los padres den su permiso. Esto incluye a funcionarios de inmigración en United States Citizenship e Immigration Services (USCIS, fue anteriormente INS). Trabajadores de las escuelas, como personal docente y directores, no tienen la obligación de reportar a los niños indocumentados ni a sus padres al USCIS.

### **4. ¿Qué documentos necesitan los estudiantes para matricularse en la escuela?**

Las escuelas de Carolina del sur pedirán:

- Un formulario de inmunización (vacunas)
- la partida de nacimiento o documentos que prueben la edad del niño.

Algunas escuelas también piden prueba de que el niño vive en Carolina del sur.

Usted puede probar esto al:

- mostrar recibos de que ha pagado alquiler en Carolina del Sur
- mostrar recibos de que ha pagado facturas de servicios públicos; o
- si no paga donde vive, una declaración de las personas con quien vive.

### **5. ¿Qué pasa si un niño no entiende o no habla bien inglés?**

Los estudiantes que no hablan, leen, escriben o entienden bien inglés son llamados Limited English Proficient (**LEP** por sus siglas en inglés). Cuando un niño viene a la escuela, la escuela le preguntará si habla otro idioma en casa. Si habla otro idioma en casa, tomarán una prueba para ver su nivel de inglés. Después, los estudiantes LEP deben ser colocados en un programa que corresponde a sus habilidades. Al principio, dichos estudiantes deben ser colocados en una clase con niños de su misma edad.

**6. ¿Ha qué tipo de programa académico entrarán los niños LEP?**

No hay un programa fijo para los niños LEP. Las escuelas no tienen que enseñar a los niños en el idioma que ellos mejor hablan. No obstante, las escuelas tienen que tener un programa que funcione para enseñar a los niños LEP. Las escuelas también deben asegurarse que los maestros están bien calificados y que los libros están al nivel del niño LEP.

**7. ¿Qué acerca del tipo de educación especial o programas para superdotados?**

Las escuelas no pueden colocar a niños LEP en un programa de Educación Especial solamente porque tiene problemas leyendo, hablando o entendiendo inglés. También, las escuelas no pueden permitir dejar entrar a estudiantes LEP en los programas para superdotados solamente porque son LEP.

**8. ¿Pueden los niños indocumentados recibir el desayuno y el almuerzo de la escuela?**

Las escuelas públicas de Carolina del sur ofrecen comidas sanas gratis a las escuelas o por un precio bajo. Si la familia tiene ingresos muy bajos, el niño puede recibir desayunos y almuerzos en la escuela. Los padres deben llenar un formulario especial. El formulario solicitará un número de seguro social. Si los padres no tienen un número de seguro social, pueden decir que no lo tienen. La escuela no los denunciará al USCIS.

**9. ¿Que pasa si los padres son LEP?**

Las escuelas deben de enviar a los padres LEP cartas y toda la información de la escuela en un idioma que los padres entiendan. Por ejemplo, si los padres solamente hablan español, la escuela debe enviarles la información de la escuela en español. Es importante decirle a la escuela que idioma se habla en casa.

**10. ¿Qué pasa si una escuela no permite a un niño indocumentado matricularse en la escuela?**

Primero, dígame a la escuela que niños indocumentados tienen el derecho de asistir a las escuelas públicas **sin pagar**. Si el empleado de la escuela no escucha, pregunte por el director. Si la escuela no le escucha, hable con un abogado que viva en su área. También puede ponerse en contacto con la Office of Civil Rights (Oficina de Derechos Civiles) en Atlanta al (404) 562-6350.

**11. ¿Pueden los estudiantes indocumentados recibir financiamiento para ir a la universidad o un descuento para ir a la universidad por ser residentes del estado?**

No. Actualmente, estudiantes indocumentados no pueden recibir financiamiento para ir a la universidad o un descuento para ir a la universidad por ser residentes del estado. Hay un proyecto de ley llamado DREAM Act que puede cambiar esto en el futuro. DREAM Act es el Development, Relief, and Education for Alien Minors Act. Si es adoptado por el gobierno, permitiría a las universidades de los estados dar un descuento a los estudiantes indocumentados por ser residentes del estado. Los estudiantes indocumentados también tendrían la oportunidad de quedarse en los Estados Unidos legalmente.

## Personal Information Worksheet

Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Current Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Are you authorized to work in the U.S.? \_\_\_\_\_

Current Visa Type: \_\_\_\_\_ Issue Date: \_\_\_\_\_ Visa Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Entry Visa Type: \_\_\_\_\_ Entry Date: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ Port of Entry: Entry Number: \_\_\_\_\_

Passport Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ I-94 Status: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Alien Registration Number: \_\_\_\_\_ Nation of Citizenship: \_\_\_\_\_

## Personal Health Worksheet

Blood Type: \_\_\_\_\_

Current Health Conditions: \_\_\_\_\_

Current Medication: \_\_\_\_\_

Family Health History: \_\_\_\_\_

Have you ever been hospitalized? \_\_\_\_\_ Reason: \_\_\_\_\_

Do you smoke? \_\_\_\_\_ Do you drink alcohol? \_\_\_\_\_ If yes, how often? \_\_\_\_\_

### The Gauges on a Car:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# LESSON PLAN 3

This lesson plan is related to the following topics: different types of food, going to a restaurant, looking for a specific item in Wal-Mart, understanding the aisle titles at stores, and following a recipe. It also contains vital life skills for parents which includes the current food pyramid, examples of balanced diet menus, information on importance of fruits and vegetables, and explanations of what vitamins are good for what parts of the body.

- *Instructor should review the following vocabulary with students:*

## **Vocabulary:**

### Comida Food

Delicioso/a **delicious**

El/la camarero/a **waiter**

El/la dueño/a **owner, landlord**

la cena **dinner**

la sección de (no) fumar **(non) smoking section**

Los entremeses **hor d'oeuvres**

Merendar **to snack**

Probar **to taste, to try**

Sabroso/a **tasty, delicious**

Server **to serve**

Rico/a **tasty, delicious**

La comida **food, meal**

El menú **menu**

El desayuno **breakfast**

El almuerzo **lunch**

El plato (principal) **(main) dish**

Pedir **to order (food)**

Recomendar **to recommend**

Escoger **to choose**

### las frutas fruits

el limón **lemon**

la banana **banana**

la naranja **orange**

la sandía **watermelon**

el melocotón **peach**

la manzana **apple**

la pera **pear**

la uva **grape**

### las verduras vegetables

el champiñón **mushroom**

el tomate **tomato**

la cebolla **onion**

la lechuga **lettuce**

las espárragos **asparagus**

los frijoles **beans**

el maíz **corn**

la arvejas **peas**

la ensalada **salad**

la zanahoria **carrot**

las papas **potatoes**

### el pescado (fish) y la carne (meat)

el atún **tuna**

el jamón **ham**

el pescado **fish**

el salmón **salmon**

la carne **meat**

la hamburguesa **hamburger**

la salchicha **sausage**

el bistec **steak**

el pavo **turkey**

el pollo (asado) **(roast) chicken**

la carne de res **beef**

la chuleta (de cerdo) **(pork) chop**

la langosta **lobster**

los camarones **shrimp**

los mariscos **shellfish**

Otras Comidas **Other Foods**

el aceite **oil**

el arroz **rice**

los cereales **cereal**

la mantequilla **butter**

la mayonesa **mayonnaise**

la pimienta **black pepper**

la sal **salt**

la sopa **soup**

el yogur **yogurt**

el ajo **garlic**

el azúcar **sugar**

el huevo **egg**

la margarina **margarine**

el pan (tostado) **(toasted) bread**

el queso **cheese**

el sándwich **sándwich**

el vinagre **vinegar**

Las Bebidas **Drinks**

el agua (mineral) **(mineral) wáter**

el jugo (de fruta) **fruit juice**

el té (helado) **iced tea**

la cerveza **beer**

el café **coffee**

el refresco **soft drink**

el vino **wine**

la leche **milk**

**Activity (Swat the Word):** The objective of this game is to have students practice their vocabulary. You will need two fly swatters for the game. First, write 30 vocabulary words on the board in random order. Then, divide the class into two teams and give each team a fly swatter. Each team will send up one representative at a time to face off with the other team. The two students will stand on opposite sides of the board while you read out a definition of one of the vocabulary words. The first team member to swat the correct word on the board wins the point. After each round you must erase the last word (or make it more difficult for the players by leaving all the words on the board). The game ends when one team reaches 20 points.

**Students can visit these websites to take fun vocabulary quizzes:**

<http://iteslj.org/v/s/se-fruit.html>

<http://iteslj.org/v/s/se-vegetables.html>

<http://iteslj.org/v/s/dg-food.html>

[http://iteslj.org/v/s/dg-food\\_b.html](http://iteslj.org/v/s/dg-food_b.html)

**Cooking Vocabulary:**

sumar	<b>add</b>	cocer al horno	<b>bake</b>
cocinar	<b>cook</b>	cortar	<b>cut</b>
freír	<b>fry</b>	calentar	<b>heat</b>
mezclar	<b>mix</b>	porción	<b>slice</b>
remover	<b>stir</b>		

**Adjectives**

The instructor should review some basic personality adjectives with the students. Below is a list that is also included in their student worksheets.

English	Spanish
ambitious	ambicioso
annoying	pesado
argumentative, quarrelsome	discutidor
bad-tempered	malhumorado
big-headed	creído, engreído
bitchy	de mala leche, venenoso;
brave	valiente
cantankerous	cascarrabias
carefree	despreocupado
careless	descuidado, poco cuidadoso
cautious	prudente, cauteloso, cauto;
charming	encantador
cheerful	alegre, jovial;
conceited, full of oneself	presumido
conservative	conservador
conventional	convencional
cowardly	cobarde
crazy, nuts	loco, chiflado
cruel	cruel
dull, boring	soso, aburrido
flirtatious	coqueta
friendly	amigable, simpático, agradable
generous	generoso
hard-working	trabajador
honest	honesto
kind	amable
laid-back	tranquilo, relajado
lazy	perezoso, vago
loyal	fiel
mean	tacaño
modest	modesto

moody	de humor cambiante
naive	ingenuo, inocentón
naughty (children)	malo, travieso (niños)
open-minded: narrow-minded:	de actitud abierta, sin prejuicios de mentalidad cerrada, intolerante;
pious	piadoso
polite	cortés, educado
proud	orgullosa
reliable: he's a very reliable person	fiable, confiable: es una persona en la que se puede confiar
self-confident: to be self-confident	seguro de sí mismo: tener confianza en sí mismo
selfish	egoísta
sensible	sensato, prudente;
sensitive	sensible
shy - introverted	tímido, vergonzoso - introvertido
strict	estricto, severo, riguroso
stubborn	terco, testarudo, tozudo
sympathetic (understanding)	comprensivo
talkative	conversador, hablador
trustworthy	digno de confianza
two-faced	falso
weird	raro, extraño

**Activity (“Describing the Taste of Food Podcast”):** Follow the link below and listen to a short podcast related to adjectives. Have students write down words that they do not know while listening to the short story. Afterward, review the words in bold as well as other the students did not understand. You can start the podcast at 1 minute 25 seconds and end it at 3 minutes seven seconds.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=516#](http://www.eslpod.com/website/show_podcast.php?issue_id=516#)

### Script:

Steve, my new boyfriend, decided to cook dinner for me. I was really excited, **that is**, until I tried his cooking.

Steve: What do you think of the soup?

I thought: This is so **bland**, and what are these little **lumpy** things in the soup? Of course I didn't say that aloud.

Elaine: It's **delicious**. It has a very interesting **flavor**.

When Steve served the main course, a baked chicken, he asked,

Steve: What do you think of the chicken? Is it too **salty** or **spicy**?

I thought: Yes! It's too salty and it's so spicy I can hardly eat it without breathing fire. The outside of the chicken is **overcooked** and the inside is **raw!** But out loud, I said,

Elaine: No, not at all! It has an interesting **texture** and I'm enjoying every **bite**.

I thought: Oh, no. Is there more? Steve went into the kitchen and brought dessert.

Steve: What do you think of this cake?

I thought: This cake should be **sweet**, but it has a strange **sour** taste. Could there be something seriously wrong with Steve's **taste buds**? But aloud, I said,

Elaine: It's **yummy**. It's the best cake that anyone has ever made for me.

And it was true. I didn't care how bad the meal was. **It's the thought that counts.**

---

**Activity (“Taste Testing”):** Bring a bag of popcorn chicken to class as well as several different types of sauces like honey mustard, BBQ, ranch, ketchup, etc. Give each student a handful of popcorn chicken and a plate of all the different sauces to “taste test.” Have the students break up into pairs and bring blindfolds so that they can't open their eyes. Have one partner test the other by feeding them one sauce and then asking what it is. The partner who guesses the most foods correctly wins. But make it interesting by telling the students to close their eyes and hold their nose while they eat the food. It is supposed to be harder to tell what you are tasting without your sense of vision or smell. Afterwards, go through the different sauces and ask the students how they tasted (salty, sweet, cool, hot, etc.).

**Activity (Role Play and Recipe Following):** The objective of this activity is to allow students to learn vocabulary, practice pronunciation, and perform speaking skills through a role play atmosphere. Ask students to think of words related to restaurants in Spanish. Translate those words into English and have them write vocabulary.

Tell the students that we are all going to go into business together. We have found the secret recipe to making the best hamburgers and hot dogs. We know everyone will come and buy these once they hear about them. We need though to be ready for when the customers come. We need to make up our dialogue of what we will say to customers in English when they come. We also are only going to communicate in English together so we need to make up a dialogue for all positions in the restaurant.

- Divide the group into small groups to write a dialogue related to:
  - Waitress/Waiter
  - Cook
  - Manager
  - Bus boy/girl

## Customer

Write dialogue in Spanish and can translate to English. Group gives one paper to teacher. Teacher writes words on board and the group translates. Everyone needs to write the dialogues because we will be role playing later.

Go through conversations. Write English version on the board.

Make hamburgers and hotdogs. Have group follow the secret recipe for these special hot dogs and hamburgers. Then role play all of the parts. Have the groups work as a group to do their parts in the role play.

### **Making the Hamburger**

You will need the following

2 Vanilla Wafer Cookies  
1 Keebler Grasshopper Cookie  
Yellow and red icing in tubes  
Green tinted coconut  
Slices of green gumdrops  
Lemonade concentrate  
Sesame seeds

1. To build the hamburger, start with an upside-down vanilla wafer
2. Add a dab of icing to attach the Grasshopper cookie
3. then a squirt of yellow icing, a squirt of red icing for the mustard and ketchup
4. a sprinkle of tinted coconut
5. and then cut 2 thin slices of a green gumdrop for pickles
6. then cut 2 thick slices of red gumdrop for tomatoes
7. Top with the second vanilla wafer cookie
8. right side up (glue on with icing if needed)
9. Rub the top "bun" with juice concentrate
10. then sprinkle with sesame seeds

### **Making your Hot Dog**

1 carmel square  
1 circus peanut  
Yellow icing in a tube  
Green tinted coconut  
Cut-up green gumdrop

1. For the bun, cut a wedge in the circus peanut.
2. If the caramel is soft, roll it into a hot dog shape.
3. If it's hard, first soften it in your hand

4. Place the "hot dog" in the bun and squirt on a squiggly line of yellow icing for mustard  
Garnish with green gumdrop "relish,".

**Activity:** On the net under this site:

[http://www.mccormickandschmicks.com/media/Sample%20Dinner%20Menu\\_updated.pdf](http://www.mccormickandschmicks.com/media/Sample%20Dinner%20Menu_updated.pdf)

is a sample menu for McCormick and Schmicks Seafood Restaurant. The students can use dictionaries to look up food names or words that they do not understand. Give them a time slot to do this, and then ask the class for some volunteers to tell what they found out.

**Activity:** The objective of this activity is to provide students with vocabulary practice. Divide the students into groups and give each group a pen and paper. Have one person in each group write down the ideas that the students will come up with. The teacher needs to write the list of food categories on the board. The students are to come up with three food items in each section before they can move on to another section. No answers can be repeated. The students can skip sections if it seems too difficult at first. If all sections are filled, then the students can write more answers in each category. When the time is up, the group with the most answers wins. Here are the categories:

- Main courses
- Drinks
- Appetizers
- Sandwiches
- Mexican food
- Desserts
- Fruits
- Vegetables
- Fruits
- Sauces
- Soups
- Parts of a chicken
- Juices
- Types of fish
- Types of meat

**Activity:** Since the student's lesson is about eating food, the teacher could read the students the book, "Green Eggs and Ham" by Dr. Seuss. Or, if the teacher prefers, an advanced student could read the book to the class.

**Activity:** Have the students role play the following sections: ordering breakfast, ordering lunch or dinner, time for dessert, is there a good restaurant near you and reserving a table. Props could be used such as a small note pad and pen to write things down, a waitress apron, table, etc.

**Ordering Breakfast:**

**Waitress: Good morning. Are you ready to order?**

Customer: Yes. I am ready. Thank you. I would like two eggs, two slices of bacon, and an order of toast with jam and butter.

**Waitress: How would you like your eggs?**

Customer: Scrambled.

**Waitress: What would you like to drink?**

Customer: I would like some milk. (orange juice, milk, coffee, tea)

**Waitress: Large or small glass?**

Customer: Large.

**Waitress: Anything else?**

Customer: Yes. An order of pancakes.

**Waitress: Yes sir. Coming right up.**

---

**Ordering Lunch or Dinner:**

**Waiter: Are you ready to order, sir?**

Customer: No. We need a few more minutes.

**Waiter: Have you decided, sir?**

Customer: Yes. I will have the caesar salad for starters, and my wife will have the vegetable soup.

**Waiter: What would you like for the main course?**

Customer: I will have the t-bone steak and my wife will have the fried chicken with broccoli.

**Waiter: I'm afraid we are out of t-bone.**

Customer: What do you recommend?

**Waiter: The salmon is excellent.**

Customer: I will take that.

**Waiter: Certainly. What would you like to drink?**

Customer: Water with lemon. (tea, milk, soda)

**Waiter: I will be right back with your waters.**

---

**Time for Dessert:**

**Waiter: Will you be having any dessert?**

Customer: No, thank you. We will just be needing our check.

Yes. We would like an apple pie and the cheesecake.

**Waiter: I will be right out with that.**

---

**Is There a Good Restaurant Near Here:**



**Student:** Is there a good restaurant near here?

Person 2: Yes. McCormick and Schmick's Seafood Restaurant.

**Student:** How do I get there?

Person 2: Go up to the light and turn right. Go two blocks; it is on your left.

**Student:** Thank you.

---

### Reserving a Table:

**Customer:** (put fist up to your ear like you are speaking on the phone)

Restaurant: Hello. McCormick and Schmick's Seafood Restaurant. Can I help you?

**Customer:** Yes. I would like to make a reservation for four.

Restaurant: When would you like it?

**Customer:** Tonight at seven.

Restaurant: We are booked until 7:30. Would you like to come in then?

**Customer:** Yes. I would.

Restaurant: We will see you then.

**Activity (Knowing What to Say Worksheets):** This activity can be done individually or in groups. The students will need a copy of the sections, 'Match the Waitress's Statements with the Customer's Response' and 'Choose the Correct Customer's Response from the List and Write it on the Line Below the Waiters Statement.'

For match the waitress's statements, the students can draw a diagonal line from the correct customer statement to the waitress's statement that it answers.

For the section on choosing the correct customer's response from the list and write it; the student will write the correct customer answer on the spaces provided under the waiters statement. Races can be done to see what individual or team gets done first.

### Ordering Breakfast:

#### Waitress

Good morning. Are you ready to order?

How would you like your eggs?

What would you like to drink?

#### Customer

Large.

Yes. An order of pancakes.

Yes. I am ready. Thank you. I would like two eggs, two slices of bacon, and order of toast with jam

**Large or small glass?  
Anything else?**

and butter.

Scrambled.

**Yes sir. Coming right up.**

I would like some milk. (orange juice, tomato juice, tea)

*Choose the Correct Customer's Response From the List and Write it on the Line Below the Waiters Statement:*

- I will take that.
- What do you recommend?
- Water with lemon. (tea, milk, Sprite)
- No. We need a few more minutes.
- Yes. I will have the caesar salad for starters, and my wife will have the vegetable soup.
- I will have the t-bone steak and my wife will have the fried chicken with broccoli.

**Ordering Lunch or Dinner:**

**Waiter: Are you ready to order, sir?**

---

**Have you decided, sir?**

---

**What would you like for the main course?**

---

**I'm afraid we are out of t-bone.**

---

**The salmon is excellent.**

---

**Certainly. What would you like to drink?**

---

**I will be right back with your waters.**

**Activity:** Show the class a copy of the page of food. (found further down in this document) Discuss the name of each food or drink. If an advanced student would like, that student can write the names of the food on the board. Practice pronouncing the names from the board. Make sure that there are enough copies of the pictures of food that each student can each have one square picture of food to hold. It may be necessary to write the dialog on the board. The students can then go up to another student and say:

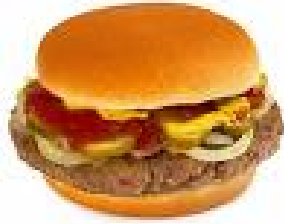
1. Are you ready to order?
2. Yes.
1. What would you like?
2. I would like a \_\_\_\_\_ (name one of the pictures)
1. Here is your order. (the student holding that particular food item must give it to the one requesting it)

If the student does not have what is requested, then the dialogue would go like this.

1. Are you ready to order?
2. Yes.
1. What would you like?
2. I would like a \_\_\_\_\_ (name one of the pictures)
1. Sorry. We are all out of \_\_\_\_\_. (the student then tries another student)

The one who gets the most food items wins.

2008 Tennessee Migrant Education Adult ELL Class Lesson Plans



**Activity (Tipping):** Go to the rectangular chart with food and prices. Print out a copy for each student. Have them mark the food that they would like to order and then total up the prices of the order. The students can do their math on that sheet. Then have them calculate a ten or fifteen percent tip on that order. The advanced students may need to help the other students. (This could also be done in groups.)

<b>Appetizers</b>	
Tomato Soup	\$3.00
Caesar Salad	\$3.50
<b>Main Course &amp; Sandwiches</b>	
Bacon Lettuce and Tomato	\$3.25
Tuna	\$3.75
Chicken Salad	\$4.25
Grilled Cheese	\$3.00
Slice of Pizza	\$3.50
Cheeseburger	\$5.50
Quarter pounder hamburger	\$6.50
Lasagna	\$6.50
<b>Drinks</b>	
Coffee & Decaffeinated Coffee	\$1.00
Tea & Sweet Tea	\$1.75
Soft Drinks - Coke, Sprite, Root Beer, etc.	\$2.00

**Activity (“A Problem with a Restaurant Check” Podcast):** In the event that the students go to a restaurant and their check is wrong, they need to know the proper procedures and vocabulary for handling the situation. Below is a link to the podcast entitled, “A Problem with a Restaurant Check” which covers this particular situation. Have students write down words that they do not know while listening to the short story. Afterward, review the words in bold as well as other the students did not understand. You can start the podcast at 1 minute 29 seconds and end it at 3 minutes seven seconds.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=435](http://www.eslpod.com/website/show_podcast.php?issue_id=435)

**Script:**

I waved my hand **to get the waiter’s attention.**

Waiter: Yes?

Leslie: The **check**, please.

Waiter: Would you like any **dessert**, or some tea or coffee?

Leslie: No, just the check. Thanks.

Waiter: Here you are. I'll **ring that up** for you when you're ready.

Leslie: Thank you. Oh, there seems to be a **mistake** on our bill. We didn't order this **appetizer**.

Waiter: Let me check this and I'll be right back...Here you are. I've **adjusted** the check. I **took off** the appetizer.

Leslie: Thanks, but there still seems to be a problem. We had a **two-for-one coupon**, but **we've been charged for** both meals.

Waiter: I'm sorry, but you needed to present the coupon to me when you **placed your order**, not when you've finished your meal.

Leslie: That isn't **stated** on the coupon. I don't want **to be a pain**, but could I see the manager, please?

Waiter: I'll see if she's available...I talked to the manager and she said **to make an exception** in this case and to give you the discount.

Leslie: Okay, thanks.

- *The instructor should explain how students can find a particular item in a supermarket like Walmart. Let them know that the associates are available to help and they can also look at the aisle signs.*

**Activity (“Ordering Food Delivery” Podcast):** The objective of this activity is to provide students vocabulary practice and help their listening skills. First, explain why and how you order delivery food. Then, go directly to the website below and have students listen to the short and funny podcast. Start the podcast at 1min 15 sec. and end it at 3min 15 sec. (skip the intro and summary sections). As they listen, have students write down words that they are unfamiliar with. Review vocabulary words in bold and plot of story with students.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=545#](http://www.eslpod.com/website/show_podcast.php?issue_id=545#)

**Script:**

Order clerk: Hello, Torino's Restaurant.

Nancy: Hello, I'd like to place a **delivery order**.

Order clerk: Can I have your address and the **major cross streets**, please?

Nancy: It's 1212 Main Street, and the nearest cross streets are Speedway and Highland.

Order clerk: Okay, it looks like you're in our **delivery area**. What would you like to order?

Nancy: I'd like **an order of** spaghetti. Does that come with any sides?

Order clerk: You have **a choice of** soup or salad.

Nancy: I'll have the salad.

Order clerk: Is that all? We have a \$15 **minimum** for delivery orders.

Nancy: **In that case**, I'll also take an appetizer sampler plate.

Order clerk: Okay, that's one order of spaghetti and an appetizer sampler plate. You're still \$3 **short**. Would you like a drink or some dessert?

Nancy: I'll take an iced tea.

Order clerk: All right, but you're still a dollar short.

Nancy: What can I get for a dollar?

Order clerk: There's nothing on the menu for a dollar, **ma'am**.

Nancy: And you won't deliver my \$14 order?

Order clerk: That's our **policy**, ma'am.

Nancy: All right, you win. Give me an order of bread. **How long will that take?**

Order clerk: You should get your food in about an hour.

Nancy: An hour?!?

Order clerk: Yes, ma'am. You've ordered a lot of food and it takes time for us to prepare it.

**Activity (Partner Work):** The objective of this activity is to introduce students to new phrases that may be helpful when they need to find a particular item in Walmart. Have the students break into pairs and ask each other where different items (notebooks, pillows, dishes) are located.

Example:

**Excuse me.**

Yes.

**I am needing to find a iron.**

Yes ma'am, irons and other household appliances are located on aisle 5.

**Activity (Aisle Identification Game):** The objective of this activity is to help students understand the aisles at a supermarket. Divide the students into two or more teams and have them compete for the most points. Ask a series of questions and whichever team is first to raise their hand and know the correct answer wins the point. Sample questions follow:

- Which aisle would I find a broom in?
- If I wanted to buy Kool-aid which aisle would I want to go to?
- Ice cream is food in which aisle?

*Aisle 1- Drinks*

*Aisle 2- Cleaning Supplies*

*Aisle 3- Baking goods/ Cookies*

*Aisle 4- Bread*

*Aisle 5- Canned goods/ Rice*

*Aisle 6- Meat*

*Aisle 7- Frozen Foods*

*Aisle 8- Fresh Produce*

### Vocabulary

el colesterol **colesterol**

la protein **protein**

los minerales **minerals**

la grasa **fat**

las vitaminas **vitamins**

activo/a **active** adelgazar **to lose weight**

aliviar el estrés/ tensión **to reduce stress/ tensión**

comer una dieta equilibrada **to eat a balanced diet**

el músculo **muscle**

estar en buena forma **to be in good shape**

hacer gimnasia **to work out**

la clase de ejercicios aeróbicos **aerobics class**

llevar una vida sana **to lead a healthy lifestyle**

aumentar de peso **to gain weight**

el bienestar **well-being**

estar a dieta **to be on a diet**

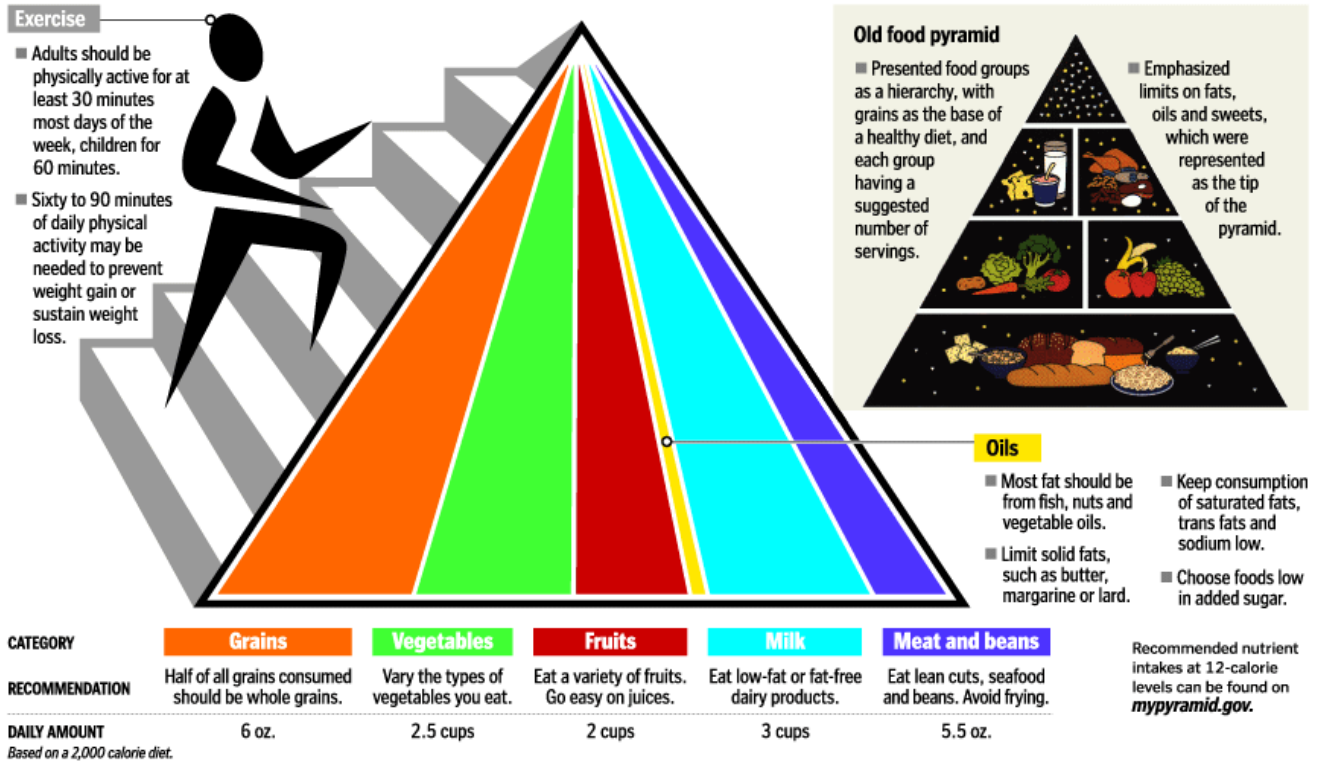
hacer ejercicios **to exercise**

la cinta **caminadora treadmill**

mantenerse en forma **stay in shape**



- Instructor should review the food pyramid to the students and teach them the basics of a healthy lifestyle with a balanced diet and exercise. You can go to this website for more information: [www.mypyramid.gov/](http://www.mypyramid.gov/)



- Instructor should review the different types of vitamins and their importance in their child's health as well as their own. Some basic vitamin information follows:

**Vitamins** and minerals are substances that are found in foods we eat. Your body needs them to work properly, so you grow and develop just like you should. When it comes to vitamins, each one has a special role to play. For example:

- Vitamin D in milk helps your bones.
- Vitamin A in carrots helps you see at night.
- Vitamin C in oranges helps your body heal if you get a cut.
- B vitamins in leafy green vegetables help your body make protein and energy.

### Vitamin A

This vitamin plays a really big part in eyesight. It's great for night vision. Vitamin A helps you see in color. In addition, it helps you grow properly and aids in healthy skin.

Which foods are rich in vitamin A?

- milk fortified with vitamin A

- liver
- orange fruits and vegetables (like cantaloupe, carrots, sweet potatoes)
- dark green leafy vegetables (like kale, collards, spinach)

### **The B Vitamins**

There's more than one B vitamin. Here's the list: B1, B2, B6, B12, niacin, folic acid, biotin, and pantothenic acid.

The B vitamins are important in metabolic activity — this means that they help make energy and set it free when your body needs it. This group of vitamins is also involved in making red blood cells, which carry oxygen throughout your body. Every part of your body needs oxygen to work properly, so these B vitamins have a really important job.

Which foods are rich in vitamin B?

- whole grains, such as wheat and oats
- fish and seafood
- poultry and meats
- eggs
- dairy products, like milk and yogurt
- leafy green vegetables
- beans and peas

### **Vitamin C**

This vitamin is important for keeping body tissues, such as gums and muscles in good shape. C is also key if you get a cut or wound because it helps you heal. This vitamin also helps your body resist infection. This means that even though you can't always avoid getting sick, vitamin C makes it a little harder for your body to become infected with an illness.

Which foods are rich in vitamin C?

- citrus fruits, like oranges
- cantaloupe
- strawberries
- tomatoes
- broccoli
- cabbage
- kiwi fruit
- sweet red peppers

### **Vitamin D**

Vitamin D is the vitamin you need for strong bones! It's also great for forming strong teeth.

Vitamin D even lends a hand to an important mineral — it helps your body absorb the amount of calcium it needs.

Which foods are rich in vitamin D?

- milk fortified with vitamin D
- fish
- egg yolks
- liver
- fortified cereal

### **Vitamin E**

Everybody needs E. This hard-working vitamin maintains a lot of your body's tissues, like the ones in your eyes, skin, and liver. It protects your lungs from becoming damaged by polluted air. And it is important for the formation of red blood cells.

Which foods are rich in vitamin E?

- whole grains, such as wheat and oats
- wheat germ
- leafy green vegetables
- sardines
- egg yolks
- nuts and seeds

### **Vitamin K**

Vitamin K is the clotmaster! Remember the last time you got a cut? Your blood did something special called clotting. This is when certain cells in your blood act like glue and stick together at the surface of the cut to help stop the bleeding.

Which foods are rich in vitamin K?

- leafy green vegetables
- dairy products, like milk and yogurt
- broccoli
- soybean oil

**Activity (Vitamin Quiz):** Have a quiz show in order to help the students learn the importance of vitamins. Break the students up into teams and ask questions. The first team to get 10 points wins!

Sample questions follow:

1. Which vitamin do you need when your trick or treating at night? Vitamin A
2. What vitamin helps you when you're running to third base? Vitamin B
3. What vitamin is found in whole grains? Vitamin E
4. To build strong bones you need Vitamin \_\_\_\_? Vitamin D
5. What vitamin should you take to help your body fight illness? Vitamin C
6. Name one type of food that contains Vitamin K? broccoli, vegetables, soybeans, and dairy products.

**Example of a balanced diet menu:**

- **Breakfast:** one cup strawberries, one-half cup low fat cottage cheese with one tablespoon of sunflower seeds. One slice of whole grain toast.
- **Midmorning:** one small apple, eight walnuts, two ounces lean sliced chicken breast.
- **Lunch:** three cups salad consisting of dark green lettuce, broccoli, cauliflower and tomatoes with two teaspoons of walnut oil, two ounce organic beef patty served on a whole grain roll.
- **Mid afternoon:** six ounces of tofu, one and one-half cups carrot sticks, one tablespoon of pumpkin seeds.
- **Dinner:** one-half cup whole wheat spaghetti with one-fourth cup organic marinara sauce and two ounces ground turkey. Two cups cooked green vegetables such as asparagus, spinach or broccoli drizzled with two teaspoons flax oil.
- **Evening Snack:** six whole grain crackers with one ounce sliced cheese and one small apple.
- Drink at least six to eight glasses of water per day.

**Tips on Keeping Your Child Healthy**

- Make sure your child eats breakfast. Breakfast provides children with the energy they need to listen and learn in school.
- Offer your child a wide variety of foods, such as grains, vegetables and fruits, low-fat dairy products, and lean meat or beans.
- Talk with your health care provider if you are concerned about your child's eating habits or weight.
- Cook with less fat — bake, roast, or poach foods instead of frying.
- Limit the amount of added sugar in your child's diet. Serve water or low-fat milk more often than sugar-sweetened sodas and fruit-flavored drinks.
- Involve your child in planning and preparing meals. Children may be more willing to eat the dishes they help fix.
- Be a role model for your children. If they see you being physically active and having fun, they are more likely to be active and stay active throughout their lives.
- Encourage your child to be active everyday.
- Involve the whole family in activities like hiking, biking, dancing, basketball or roller skating.

## Lesson 3 Student Worksheets

### Vocabulary:

#### Comida **Food**

delicioso/a **delicious**

l/la camarero/a **waiter**

el/la dueño/a **owner, landlord**

la cena **dinner**

la sección de (no) fumar **(non) smoking section**

los entremeses **hors d'oeuvres**

merendar **to snack**

probar **to taste, to try**

sabroso/a **tasty, delicious**

server **to serve**

rico/a **tasty, delicious**

la comida **food, meal**

el menú **menu**

el desayuno **breakfast**

el almuerzo **lunch**

el plato (principal) **(main) dish**

pedir **to order (food)**

recomendar **to recommend**

escoger **to choose**

#### las frutas **fruits**

el limón **lemon**

la banana **banana**

la naranja **orange**

la sandía **watermelon**

el melocotón **peach**

la manzana **apple**

la pera **pear**

la uva **grape**

#### las verduras **vegetables**

el champiñón **mushroom**

el tomate **tomato**

la cebolla **onion**

la lechuga **lettuce**

las espárragos **asparagus**

los frijoles **beans**

el maíz **corn**

la arvejas **peas**

la ensalada **salad**

la zanahoria **carrot**

las papas **potatoes**

el pescado (fish) y la carne (meat)

el atún **tuna**

el jamón **ham**

el pescado **fish**

el salmón **salmon**

la carne **meat**

la hamburguesa **hamburger**

la salchicha **sausage**

los mariscos **shellfish**

el bistec **steak**

el pavo **turkey**

el pollo (asado) (**roast**) **chicken**

la carne de res **beef**

la chuleta (de cerdo) (**pork**) **chop**

la langosta **lobster**

los camarones **shrimp**

Otras Comidas Other Foods

el aceite **oil**

el arroz **rice**

los cereales **cereal**

la mantequilla **butter**

la mayonesa **mayonnaise**

la pimienta **black pepper**

la sal **salt**

la sopa **soup**

el yogur **yogurt**

el ajo **garlic**

el azúcar **sugar**

el huevo **egg**

la margarina **margarine**

el pan (tostado) (**toasted**) **bread**

el queso **cheese**

el sándwich **sándwich**

el vinagre **vinegar**

Las Bebidas Drinks

el agua (mineral) (**mineral**) **wáter**

el jugo (de fruta) **fruit juice**

el té (helado) **iced tea**

la cerveza **beer**

el café **coffee**

el refresco **soft drink**

el vino **wine**

la leche **milk**

## Personality Adjectives

English	Spanish
ambitious	ambicioso
annoying	pesado
argumentative, quarrelsome	discutidor
bad-tempered	malhumorado
big-headed	creído, engreído
bitchy	de mala leche, venenoso;
brave	valiente
cantankerous	casarrabias
carefree	despreocupado
careless	descuidado, poco cuidadoso
cautious	prudente, cauteloso, cauto;
charming	encantador
cheerful	alegre, jovial;
conceited, full of oneself	presumido
conservative	conservador
conventional	convencional
cowardly	cobarde
crazy, nuts	loco, chiflado
cruel	cruel
dull, boring	soso, aburrido
flirtatious	coqueta
friendly	amigable, simpático, agradable
generous	generoso
hard-working	trabajador
honest	honesto
kind	amable
laid-back	tranquilo, relajado
lazy	perezoso, vago
loyal	fiel
mean	tacaño
modest	modesto
moody	de humor cambiante
naive	ingenuo, inocentón
naughty (children)	malo, travieso (niños)
open-minded:	de actitud abierta, sin prejuicios
narrow-minded:	de mentalidad cerrada, intolerante;
pious	piadoso
polite	cortés, educado
proud	orgullosa
reliable: he's a very reliable person	fiable, confiable: es una persona en la que se puede confiar
self-confident: to be self-confident	seguro de sí mismo: tener confianza en sí mismo
selfish	egoísta
sensible	sensato, prudente;

sensitive	sensible
shy - introverted	tímido, vergonzoso - introvertido
strict	estricto, severo, riguroso
stubborn	terco, testarudo, tozudo
sympathetic (understanding)	comprensivo
talkative	conversador, hablador
trustworthy	digno de confianza
two-faced	falso
weird	raro, extraño

### Ordering Breakfast:

**Waitress: Good morning. Are you ready to order?**

Customer: Yes. I am ready. Thank you. I would like two eggs, two slices of bacon, and an order of toast with jam and butter.

**Waitress: How would you like your eggs?**

Customer: Scrambled.

**Waitress: What would you like to drink?**

Customer: I would like some milk. (orange juice, milk, coffee, tea)

**Waitress: Large or small glass?**

Customer: Large.

**Waitress: Anything else?**

Customer: Yes. An order of pancakes.

**Waitress: Yes sir. Coming right up.**

### Ordering Lunch or Dinner:

**Waiter: Are you ready to order, sir?**

Customer: No. We need a few more minutes.

**Waiter: Have you decided, sir?**

Customer: Yes. I will have the caesar salad for starters, and my wife will have the vegetable soup.

**Waiter: What would you like for the main course?**

Customer: I will have the t-bone steak and my wife will have the fried chicken with broccoli.

**Waiter: I'm afraid we are out of t-bone.**

Customer: What do you recommend?

**Waiter: The salmon is excellent.**

Customer: I will take that.

**Waiter: Certainly. What would you like to drink?**

Customer: Water with lemon. (tea, milk, soda)

**Waiter: I will be right back with your waters.**



**Time for Dessert:**

**Waiter:** Will you be having any dessert?

Customer: No, thank you. We will just be needing our check.

Yes. We would like an apple pie and the  
cheesecake.

**Waiter:** I will be right out with that.

---

**Is There a Good Restaurant Near Here:**

**Student:** Is there a good restaurant near here?

Person 2: Yes. McCormick and Schmick's Seafood Restaurant.

**Student:** How do I get there?

Person 2: Go up to the light and turn right. Go two blocks; it is on your left.

**Student:** Thank you.

---

**Reserving a Table:**

**Customer:** (put fist up to your ear like you are speaking on the phone)

Restaurant: Hello. McCormick and Schmick's Seafood Restaurant. Can I help you?

**Customer:** Yes. I would like to make a reservation for four.

Restaurant: When would you like it?

**Customer:** Tonight at seven.

Restaurant: We are booked until 7:30. Would you like to come in then?

**Customer:** Yes. I would.

Restaurant: We will see you then.

## Ordering Breakfast

Instructions: Draw a line from the waitress statement to the correct customer's statement that it answers.

### Waitress

**Good morning. Are you ready to order?**

**How would you like your eggs?**

**What would you like to drink?**

**Large or small glass?  
Anything else?**

**Yes sir. Coming right up.**

### Customer

Large.

Yes. An order of pancakes.

Yes. I am ready. Thank you. I would like two eggs, two slices of bacon, and order of toast with jam and butter.

Scrambled.

I would like some milk. (orange juice, tomato juice, tea)

## Ordering Dinner

Instructions: Write the correct customer answer on the spaces provided under the waiters statement. Choose from the list below:

- I will take that.
- What do you recommend?
- Water with lemon. (tea, milk, Sprite)
- No. We need a few more minutes.
- Yes. I will have the caesar salad for starters, and my wife will have the vegetable soup.
- I will have the t-bone steak and my wife will have the fried chicken with broccoli.

**Waiter: Are you ready to order, sir?**

---

**Have you decided, sir?**

---

**What would you like for the main course?**

---

**I'm afraid we are out of t-bone.**

---

**The salmon is excellent.**

---

**Certainly. What would you like to drink?**

---

**I will be right back with your waters.**

**Cooking Vocabulary:**

sumar **add**

cocer al horno **bake**

cocinar **cook**

cortar **cut**

freír **fry**

calentar **heat**

mezclar **mix**

porción **slice**

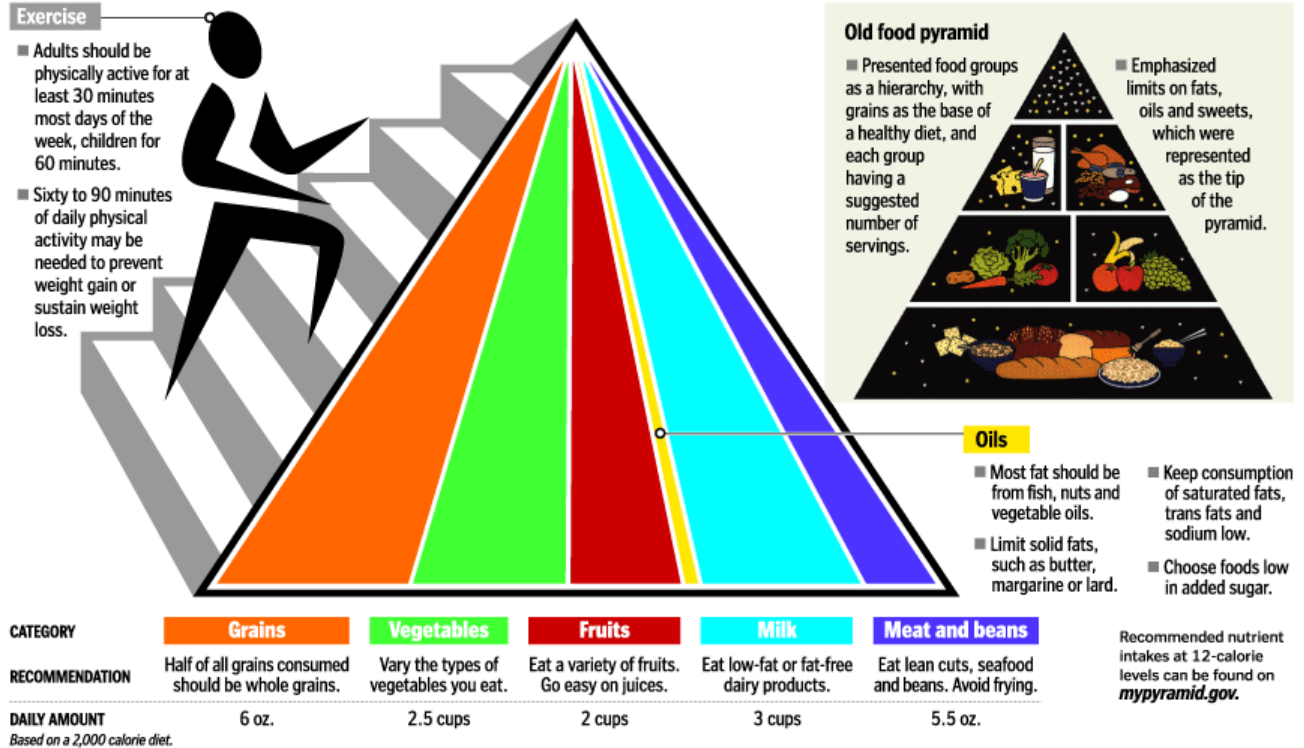
remover **stir**

2008 Tennessee Migrant Education Adult ELL Class Lesson Plans



## Tipping

<b>Appetizers</b>	
Tomato Soup	\$3.00
Caesar Salad	\$3.50
<b>Main Course &amp; Sandwiches</b>	
Bacon Lettuce and Tomato	\$3.25
Tuna	\$3.75
Chicken Salad	\$4.25
Grilled Cheese	\$3.00
Slice of Pizza	\$3.50
Cheeseburger	\$5.50
Quarter pounder hamburger	\$6.50
Lasagna	\$6.50
<b>Drinks</b>	
Coffee & Decaffeinated Coffee	\$1.00
Tea & Sweet Tea	\$1.75
Soft Drinks - Coke, Sprite, Root Beer, etc.	\$2.00
Total:	
Tip (10-15% of total order):	



## Vitamins

**Vitamins** and minerals are substances that are found in foods we eat. Your body needs them to work properly, so you grow and develop just like you should. When it comes to vitamins, each one has a special role to play. For example:

- Vitamin D in milk helps your bones.
- Vitamin A in carrots helps you see at night.
- Vitamin C in oranges helps your body heal if you get a cut.
- B vitamins in leafy green vegetables help your body make protein and energy.

### Vitamin A

This vitamin plays a really big part in eyesight. It's great for night vision. Vitamin A helps you see in color. In addition, it helps you grow properly and aids in healthy skin.

Which foods are rich in vitamin A?

- milk fortified with vitamin A
- liver
- orange fruits and vegetables (like cantaloupe, carrots, sweet potatoes)
- dark green leafy vegetables (like kale, collards, spinach)

### The B Vitamins

There's more than one B vitamin. Here's the list: B1, B2, B6, B12, niacin, folic acid, biotin, and pantothenic acid.

The B vitamins are important in metabolic activity — this means that they help make energy and set it free when your body needs it. This group of vitamins is also involved in making red blood

cells, which carry oxygen throughout your body. Every part of your body needs oxygen to work properly, so these B vitamins have a really important job.

Which foods are rich in vitamin B?

- whole grains, such as wheat and oats
- fish and seafood
- poultry and meats
- eggs
- dairy products, like milk and yogurt
- leafy green vegetables
- beans and peas

### **Vitamin C**

This vitamin is important for keeping body tissues, such as gums and muscles in good shape. C is also key if you get a cut or wound because it helps you heal. This vitamin also helps your body resist infection. This means that even though you can't always avoid getting sick, vitamin C makes it a little harder for your body to become infected with an illness.

Which foods are rich in vitamin C?

- citrus fruits, like oranges
- cantaloupe
- strawberries
- tomatoes
- broccoli
- cabbage
- kiwi fruit
- sweet red peppers

### **Vitamin D**

Vitamin D is the vitamin you need for strong bones! It's also great for forming strong teeth. Vitamin D even lends a hand to an important mineral — it helps your body absorb the amount of calcium it needs.

Which foods are rich in vitamin D?

- milk fortified with vitamin D
- fish
- egg yolks
- liver
- fortified cereal

### **Vitamin E**

Everybody needs E. This hard-working vitamin maintains a lot of your body's tissues, like the ones in your eyes, skin, and liver. It protects your lungs from becoming damaged by polluted air. And it is important for the formation of red blood cells.

Which foods are rich in vitamin E?

- whole grains, such as wheat and oats
- wheat germ
- leafy green vegetables
- sardines

- egg yolks
- nuts and seeds

### **Vitamin K**

Vitamin K is the clotmaster! Remember the last time you got a cut? Your blood did something special called clotting. This is when certain cells in your blood act like glue and stick together at the surface of the cut to help stop the bleeding.

Which foods are rich in vitamin K?

- leafy green vegetables
- dairy products, like milk and yogurt
- broccoli
- soybean oil

### **Vocabulary**

el colesterol **cholesterol**  
 la protein **protein**  
 los minerales **minerals**

la grasa **fat**  
 las vitaminas **vitamins**

activo/a **active** adelgazar **to lose weight**  
 aliviar el estrés/ tensión **to reduce stress/ tensión**  
 comer una dieta equilibrada **to eat a balanced diet**  
 el músculo **muscle**  
 estar en buena forma **to be in good shape**  
 hacer gimnasia **to work out**  
 la clase de ejercicios aeróbicos **aerobics class**  
 llevar una vida sana **to lead a healthy lifestyle**

aumentar de peso **to gain weight**  
 el bienestar **well-being**  
 estar a dieta **to be on a diet**  
 hacer ejercicios **to exercise**  
 la cinta **caminadora treadmill**  
 mantenerse en forma **stay in shape**

### **Example of a balanced diet menu:**

- **Breakfast:** one cup strawberries, one-half cup low fat cottage cheese with one tablespoon of sunflower seeds. One slice of whole grain toast.
- **Midmorning:** one small apple, eight walnuts, two ounces lean sliced chicken breast.
- **Lunch:** three cups salad consisting of dark green lettuce, broccoli, cauliflower and tomatoes with two teaspoons of walnut oil, two ounce organic beef patty served on a whole grain roll.
- **Mid afternoon:** six ounces of tofu, one and one-half cups carrot sticks, one tablespoon of pumpkin seeds.
- **Dinner:** one-half cup whole wheat spaghetti with one-fourth cup organic marinara sauce and two ounces ground turkey. Two cups cooked green vegetables such as asparagus, spinach or broccoli drizzled with two teaspoons flax oil.
- **Evening Snack:** six whole grain crackers with one ounce sliced cheese and one small apple.
- Drink at least six to eight glasses of water per day.



### **Tips on Keeping Your Child Healthy**

- Make sure your child eats breakfast. Breakfast provides children with the energy they need to listen and learn in school.
- Offer your child a wide variety of foods, such as grains, vegetables and fruits, low-fat dairy products, and lean meat or beans.
- Talk with your health care provider if you are concerned about your child's eating habits or weight.
- Cook with less fat — bake, roast, or poach foods instead of frying.
- Limit the amount of added sugar in your child's diet. Serve water or low-fat milk more often than sugar-sweetened sodas and fruit-flavored drinks.
- Involve your child in planning and preparing meals. Children may be more willing to eat the dishes they help fix.
- Be a role model for your children. If they see you being physically active and having fun, they are more likely to be active and stay active throughout their lives.
- Encourage your child to be active everyday.
- Involve the whole family in activities like hiking, biking, dancing, basketball or roller skating.

## LESSON PLAN 4

This lesson covers topics related to getting a job, different types of jobs, understanding reading signs of different types, interviews, vocabulary related to different professions, using the yellow pages, phone numbers and addresses differences, numbers, etc. This lesson also includes information on life skills related to vision screenings.

- *Instructor should review the following words and phrases in conjunction with the job application. Explain to the students the different words and their meaning on the application. Allow students to practice filling out the job application as you go along.*

Newspaper	Classified	Abbreviation
Social security card	Business	Signs
Journal	Help wanted	Green Card
Want ads	Qualify for	Cook
Available	Printing	Writing
Now hiring.	Taking job applications	Personal information
Present address	Permanent address	Phone number
Position	Date you can start	Salary desired
Number	Street	City
State	Where	When
Grammar school	High school	College
Referred by	Special skills	Activities
US Military	Naval service	Former employers
References	Signature	Referred by

---

May I apply for a job?  
 If so may we inquire of your present employer?  
 Ever applied to this company before.  
 Trade, business or correspondence school.  
 Subjects of special study or research work.

Are you 18 years of older?  
 Are you employed now?  
 In case of emergency notify

## APPLICATION FOR EMPLOYMENT

**PERSONAL INFORMATION**

**DATE OF APPLICATION:** \_\_\_\_\_

**Name:** \_\_\_\_\_  
Last
First
Middle

**Address:** \_\_\_\_\_  
Street
(Apt)
City, State
Zip

**Alternate Address:** \_\_\_\_\_  
Street
City, State
Zip

**Contact Information:** ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
Home Telephone
Mobile
Email

*How did you learn about our company?*

**POSITION SOUGHT:** \_\_\_\_\_ **Available Start Date:** \_\_\_\_\_

**Desired Pay Range:** \_\_\_\_\_ **Are you currently employed?** \_\_\_\_\_  
By Hour or Salary

**EDUCATION**

	Name and Location	Graduate? – Degree?	Major / Subjects of Study
High School			
College or University			
Specialized Training, Trade School, etc...			
Other Education			

**Please list your areas of highest proficiency, special skills or other items that may contribute to your abilities in performing the above mentioned position.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

### Las ocupaciones **Occupations**

el actor, la actriz <b>actor</b>	el/la abogado/a <b>lawyer</b>
el/la arquitecto/a <b>architect</b>	el/la artista <b>artist</b>
el/la bombero/a <b>firefighter</b>	el/la carpintero/a <b>carpenter</b>
el/la científico/a <b>scientist</b>	el/la cocinero/a <b>cook; chef</b>
el/la consejero/a <b>counselor; advisor</b>	el/la contador/a <b>accountant</b>
el/la corredor/a de bolsa <b>stockbroker</b>	el/la diseñador/a <b>designer</b>
el/la doctor(a) <b>doctor</b>	el/la electricista <b>electrician</b>
el/la ingeniero(a) <b>engineer</b>	el/la maestro/a <b>teacher</b>
el/la peluquero/a <b>hairdresser</b>	el/la periodista <b>journalist</b>
el/la pintor/a <b>painter</b>	el/la político <b>politician</b>
el/la programador(a) <b>computer programmer</b>	el/la psicólogo <b>psychologist</b>
el/la reportero/a <b>reporter</b>	el/la secretario/a <b>secretary</b>
el/la técnico/a <b>technician</b>	el/la granjero/a <b>farmer</b>
el hombre/ la mujer de negocios <b>businessperson</b>	
el/la arqueólogo/a <b>archaeologist</b>	

### La entrevista **The Interview**

el anuncio <b>advertisement</b>	el/la aspirante <b>candidate; applicant</b>
los beneficios <b>benefits</b>	el currículum <b>résumé</b>
la entrevista <b>interview</b>	el/la entrevistador/a <b>interviewer</b>
el puesto <b>position; job</b>	el salario, el sueldo <b>salary</b>
la solicitud (de trabajo) <b>(job) application</b>	contratar <b>to hire</b>
entrevistar <b>to interview</b>	ganar <b>to earn</b>
obtener <b>to obtain; to get</b>	solicitar <b>to apply (for a job)</b>

### El Mundo del Trabajo **The World of Work**

el ascenso <b>promotion</b>	el aumento de sueldo <b>raise</b>
la carrera <b>career</b>	la compañía <b>company</b>
la empresa <b>firm</b>	el empleo job; <b>employment</b>
el/la gerente <b>manager</b>	el/la jefe/a <b>boss</b>
los negocios <b>business; commerce</b>	la ocupación <b>occupation</b>
el oficio <b>trade</b>	la profesión <b>profession</b>
la reunión <b>meeting</b>	el trabajo <b>job; work</b>
dejar <b>to quit; to leave behind</b>	despedir <b>to fire</b>
renunciar <b>to resign</b>	tener éxito <b>to be successful</b>

**Activity (What's My Job?)**: Have students work in small groups or pairs to fill in the blanks on the worksheet entitled, "What's My Job?" Then review the answers and any questions the students may have.

### WHAT'S MY JOB?

Fill in the blanks with the correct jobs: *nurse, secretary, construction worker, babysitter, mechanic, pilot, artist, machine operator, painter, mail carrier, fire fighter, police officer, dentist, teacher, pharmacist, dog trainer, foreman, clown, hairdresser, waiter.*

1. I help doctors heal people. I am a \_\_\_\_\_ .
2. I build buildings. I am a \_\_\_\_\_ .
3. I work in an office. I take messages, type letters, file papers and greet visitors. I am a \_\_\_\_\_ .
4. I paint pictures and sell them. I am an \_\_\_\_\_ .
5. I fly planes. I am a \_\_\_\_\_ .
6. I operate machines in a factory. I am a \_\_\_\_\_ .
7. I climb ladders and paint houses. I am a \_\_\_\_\_ .
8. I deliver mail. I am a \_\_\_\_\_ .
9. I fill prescriptions for medicine. I am a \_\_\_\_\_ .
10. I teach children at school. I am a \_\_\_\_\_ .
11. I give tickets to people who drive too fast. I am a \_\_\_\_\_ .
12. I help put fires out. I am a \_\_\_\_\_ .
13. I train dogs to behave. I am a \_\_\_\_\_ .
14. I make people laugh when they go to the circus. I am a \_\_\_\_\_ .
15. I fix people's teeth. I am a \_\_\_\_\_ .
16. I serve food at a restaurant. I am a \_\_\_\_\_ .
17. I oversee workers at a construction site. I am a \_\_\_\_\_ .
18. I watch children while their parents work. I am a \_\_\_\_\_ .
19. I fix cars. I am a \_\_\_\_\_ .
20. I cut and style hair. I am a \_\_\_\_\_ .

**Activity (Advantages and Disadvantages)**: Write the following jobs on the board and divide the students into several small groups. Give each group a two or three different jobs. Ask the students to talk about the jobs and describe their advantages and disadvantages. Have each group present their ideas to the class.

- Circus performer
- Police officer
- Government employee
- Teacher
- Cook
- Taxi Driver
- Doctor
- Lawyer
- Waitress

**Activity (What Types of Jobs Do People Do):** There are many types of jobs that people do for a living. Below is a list of jobs that people can do. The teacher needs to write these on the board and then ask the students what these workers do in their jobs. If the students want to think of other careers available, the teacher can write them on the board. After the discussion, the words can be erased from the board. The teacher can be first and do a charade of one of the jobs. See if the students can guess who she/he is portraying. She can then divide the group into teams and do charades with these names. Assign students a profession that they must act out (either through random draw or whisper it in their ear). The student that guesses the most correctly wins.

Cook	Custodian	Nursery Worker
Receptionist	Landscaping	Assembly Worker
Dishwasher	Taxi driver	Waitress
Housekeeper	Teacher	Bus Driver
Doctor	Race car driver	Pilot

After each performance the teacher can say:

1. Teacher: What is she/he?
  2. Student: She/he is a housekeeper.
- 
1. Teacher: What does she/he do?
  2. Student: She/he cleans houses.

**Activity (Magazine Collage):** Provide the students will various magazines, scissors, poster board, and glue. Ask them to go through the pages and cut out pictures of people in their occupation, then glue them on the poster board. Have them present their collages in front of the class and tell them to explain to the other students what each picture is of and what the person in the picture does.

**Activity (Online quizzes):** Students can go directly to these websites to take fun quizzes to test their vocabulary knowledge.

- **Occupations Quiz:**  
<http://a4esl.org/q/f/x/xz64mbs.htm>
- **Jobs Quiz:**  
<http://iteslj.org/v/s/ab-jobs.html>
- **Professions Quiz:**  
<http://iteslj.org/v/s/cw1b30.html>
- **Work Quiz:**  
<http://iteslj.org/v/s/cw1b29.html>

- *Show a picture like the one below to the students and ask them what this person's occupation is, what they do, and how they help you and I? Then discuss with the students the importance of maintaining good vision for themselves and for their children. One way to do this is through free vision screenings at Wal-Mart or through their local Lions Club.*



Lions clubs often conduct free vision screenings. Often, the screenings are performed by Lions who are eye care professionals. Some Lions districts have their own mobile van for vision screenings. In other instances, clubs arrange with local hospitals or health departments for an eye care professional to perform the screenings. Contact your local Lions Club to find out what services they are offering and when.

It is also vital for parents to know that children should have their vision tested at age three.

Indicators of vision problems in children include:

- attempts to brush away blurred vision
- blinking more than usual
- rubbing eyes frequently
- squinting when focusing on distant objects
- frowning excessively or tilting of the head from one side
- stumbling over small objects
- sensitivity to light
- red, swollen, or encrusted eyelids
- recurring sties in the eyes
- inflamed or watery eyes

- *The instructor should review the three major ways to find a job: through word of mouth or signs, through newspaper classified ads, and through the Tennessee Career Center. The following sections offer fun activities to teach the students about these topics.*

**Activity (How to Find a Job):** *word of mouth, signs;* Discuss with the students the first way of finding a job—through word of mouth from a friend or acquaintance and from signs in windows that say:

Now hiring.

Taking job applications.

Apply within.

Present the four images to the students and discuss what they mean. Then have them write them down the words and definitions. Ask them what they would do if they saw those signs? Where signs like these are located?







**Activity (How to Find a Job):** *newspaper classified ads*; The teacher will make and pass out to each student a copy of the classified help wanted ads found below. The teacher will go over the ads with the students and ask them what words they recognize from the ads. Then the teacher will explain the meaning of the words in each ad; and the student will take notes on the paper beside the ad. Explain that this is only a sampling of jobs. They could also put an ad in the paper stating that they could do landscaping, etc. and find work that way.

### **Classified Help Wanted Ads:**

HELP WANTED 220 (the section it is in)

#### **Clerical & Office**

##### **Position**

Paid training starts immediately. Call 403-667-1052

---

#### **Handy Man**

Carpenter skills, apartment Remodel. Own tools & vehicle a must. Call Scott 931-319-1134

---

#### **Avon Representative**

Looking for enthusiastic person to sell Avon cosmetics. Can do it from your own home. Great money-making opportunity. Call Tina 931-507-8400

---

#### **Are you looking for a job?**

Stop by and let **Somner** put you to Work today. Light industrial positions now Available at Federal Mogul. Applications Accepted. Mon.-Thurs. 9-11:00 & 1-3:00 p.m.

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#### **KELLY SERVICES**

409 East Broad Street  
Smithville  
(across from Curves & Papparoni's Pizza)  
615-215-8900 or toll free 1-866-513-5694

**Activity (Find the Classified Ads in the Newspaper):** Divide the students into groups and pass out some newspapers from the local town. Make it a contest and have the students hurry to find where the classified ads are in the paper. As soon as they find it, raise their hands. The first group to have all members find the classified ads, wins. Then have them pour over the ads and ask questions about abbreviations or terms. The teacher or an advanced student can read some of the ads aloud that are of particular interest. Ask them what they would do, now that they have found an ad that interests them. (Sometimes there isn't always one that they qualify for, but they need to keep looking because they do pop up.)

- *Instructor should review these newspaper abbreviations with the students. Write the abbreviation on the board and have the students guess what it means. Then explain what the abbreviations stands for and how it relates to a job.*

FT	PT	FT/PT
20 hrs.	am/pm	eves
M-F	sal	\$9 p/h
\$450/wk	\$1,200/mo	GED
HS Dip	exp pref	exp req
min 2 yrs exp	immed openings	avail immed
apply ASAP		

**Activity(Online Quizzes):** Students can go directly to this website to test their knowledge of abbreviations:

- **Abbreviations used in job ads:**  
<http://a4esl.org/q/h/nr/abbr-ads-job.html>

**Activity (How to Find a Job):** *Through the Tennessee Career Center;* Explain to the students, and write on the board, about the Tennessee Career Center. This is where they can go and put their application in, and the company will try to help them get a qualifying job. To find out locations in your area visit the Tennessee Career Center website at: <http://www.state.tn.us/labor-wfd/cc/cccounty.htm>. The student would need a green card, and possibly a social security card. But the green card is needed for a job. Make sure the students take notes on this. Below is a map of area locations:

**Activity (Video):** The objective of this activity is to allow students to learn more vocabulary words, practice their reading skills, work on pronunciation, and hear a current news story that may affect them in the future. Go directly to this website to view a story on the proposed “Guest Worker” program. There will be a short story read to them, a video that will play, and several fun activities related to the story. Ask them to try to read the story before listening to it in order to practice their reading skills. Tell them to write down any words they do not recognize and then go back and review those words after the video. Explain to them the use of context clues in discovering a words meaning. You can do this activity individually or with a group on a projector screen. Follow this website:

<http://www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=1&storyID=139>

- *The instructor should discuss with the students how to use the word “may” in a sentence. Explain how this is useful when requesting something such as a job application.*

**Activity (How to Ask a Business If Jobs Are Available):** Discuss with students how to ask a business if they have any jobs available. Use “may” plus verb to request permission to do something. Teacher may want to write these sentences on the board.

(Example)

Student: May I apply for a job? May I have a job application?

Have the students practice asking questions to other students using “may” plus verb.

(Example)

Student: May I borrow a piece of paper?

Student: Yes./No.

Student: May I look at your book?

Student: Yes./No.

**Activity (“Mother May I?”):** The objective of this activity is to allow students to practice using the word “may.” Have students line up outside to play the game “Mother May I?” Explain the rules and then allow them to take turns being the “mother.” The following website offers a quick review of the game rules:

[http://en.wikipedia.org/wiki/Mother\\_May\\_I%3F](http://en.wikipedia.org/wiki/Mother_May_I%3F)

**Activity (Read to the class):** Read to the class a book related to getting a job. Two suggested titles are: “Jobs People Do” by D. K. Publishing or “Career Day” by Anne Rockwell. Both are children’s books. Model how parents can read to their children. Encourage class participation.

**Modifications for Advanced Readers:**

- Ask advanced reader to read one of the books listed above to the class.
- Ask them to write a short paragraph about the type of job that they would like to have more than any other and why.
- Have advanced members help with translations of materials and writing phrases on the board as other class members develop conversations in Spanish.
- Divide them up to work with groups, as they do group work, to help translate phrases and look words up in the dictionary.
- They can do the computer quiz game on jobs. (Other class members can enjoy this as well, since the answers are multiple choice.)

**Activity (Jobs in the past, present, and future):** The objective of this activity is to provide students with practice identifying different jobs and their duties. Also, students can practice past, present, and future tenses. Explain to the students that their previous job history may be required when applying for a job.

**My Past Jobs:** Fill in the chart with information from your past jobs.

Name of Job	Job Duties	What you liked about your job:

**My Partner's Past Jobs:** Talk to a classmate and find out what jobs they have done before. Fill in the chart.

Name of Job	Job Duties	What you liked about your job:

**My Present Job:** Fill in the chart with information about your current job.

Name of Job	Job Duties	What you liked about your job:

**My Partner's Present Job:** Interview a classmate and find out information about their current job. Fill in the chart.

Name of Job	Job Duties	What you liked about your job:

**My dream jobs:** Fill in the chart with information about two of your dream jobs.

Name of Job	Job Duties	What you liked about your job:

**My partner's dream jobs:** Talk with a classmate and find out their two dream jobs and fill in the chart with that information.

Name of Job	Job Duties	What you liked about your job:



**Activity (Job Interview):** This activity is designed to prepare students for a job interview. Pair up the students and ask them to perform a mock interview on each other. They need to write their partner's responses in the blanks.

### **JOB INTERVIEW QUESTIONS WORKSHEET**

Tell me something about yourself.

What jobs have you held? What were your duties and responsibilities?

What have you learned from some of the jobs you have held?

What jobs did you enjoy the most? Why? Least? Why?

Do you have any outside interests or activities that would prevent you from being on time and at work every day?

In what types of jobs are you most interested? What do you expect to be doing ten years from now?

What can you offer? What are your strengths? Weaknesses?

What have you done that shows initiative or willingness to work and learn?

Why are you interested in this company?

What do you know about our company?

- *Instructor should explain to the students how U.S. telephone numbers are organized (area code, then number). Also, explain how addresses are written out. Have the students write down their address for practice and so that you can correct any mistakes. Use the Yellow Pages as a visual aid.*

**Activity (Race Through the Yellow Pages):** The objective of this activity is to offer hands on knowledge of the yellow pages and the time to ask questions if necessary. First, provide phone books to the students and allow them to look through the yellow pages. Then play a game with the students either individually, in pairs, or in groups. Ask for a particular service such as gardening and have the students race each other to see who can find the gardening section and a qualifying business first. The first person/group to flip to that section, raise their hand, and call out a business and phone number wins the point.

- *Instructor should review the following street abbreviations with the students in preparation for the next activity:*

St.	Blvd.	Ave.
Rd.	Pl.	Ln.
Ct.	Rte.	Dr.
Cir.	Ter.	Hts.
Hwy.	Fwy.	Pkwy.
Expy.	Tpke.	

**Activity (Address Card):** The objective of this activity is to allow students to practice addressing an envelope. Bring a set of greeting cards (holiday, thank you, friendship) to class and pass out one to each student. Tell the students to write their message inside the card to whomever they wish. Have the students address the envelope and give them a postage stamp. Let them know that you will mail the letter for them after class.

**Activity (Online Quiz):** Students can go to this website to test their knowledge of street abbreviations:

<http://a4esl.org/q/h/nr/abbr-streets.html>

- *Instructor should review the following numbers and symbols with the students. Explain to them how this information is vital in helping their child with homework and other school activities.*

<b>Symbols</b>	<b>Word</b>
+	Plus (And)
-	Minus (Take away)
x	Multiplied by (Times)
÷	Divided by
=	Equals (Is)
.	Point
%	Percent

2008 Tennessee Migrant Education Adult ELL Class Lesson Plans

Symbol	Word
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten
11	Eleven
12	Twelve
13	Thirteen
14	Fourteen
15	fifteen
16	Sixteen
17	Seventeen
18	Eighteen
19	Nineteen
20	Twenty
21	Twenty-one ...
30	Thirty
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety
100	One hundred
101	One hundred and one ...
1,000	One thousand
1,000,000	One million
1,000,000,000,000	One billion

**In figures**

**In Words**

1st	the first
2nd	the second
3rd	the third
4th	the fourth
5th	the fifth
6th	the sixth
7th	the seventh
8th	the eighth
9th	the ninth
10th	the tenth

**Activity (Online Numbers Quiz):** Students can go to this website to take a 29 question quiz related to numbers:

<http://iteslj.org/v/e/ck-numbers.html>

**Activity (Advanced Learner Essay):** An essay for advanced learners is included in the Student Worksheets on the last page. Just a reminder to make sure to only print enough for the advanced learners when you are printing the worksheet pages.

## Lesson 4 Student Worksheets

### Vocabulary

#### Las ocupaciones **Occupations**

el actor, la actriz <b>actor</b>	el/la abogado/a <b>lawyer</b>
el/la arquitecto/a <b>architect</b>	el/la artista <b>artist</b>
el/la bombero/a <b>firefighter</b>	el/la carpintero/a <b>carpenter</b>
el/la científico/a <b>scientist</b>	el/la cocinero/a <b>cook; chef</b>
el/la consejero/a <b>counselor; advisor</b>	el/la contador/a <b>accountant</b>
el/la corredor/a de bolsa <b>stockbroker</b>	el/la diseñador/a <b>designer</b>
el/la doctor(a) <b>doctor</b>	el/la electricista <b>electrician</b>
el/la ingeniero(a) <b>engineer</b>	el/la maestro/a <b>teacher</b>
el/la peluquero/a <b>hairdresser</b>	el/la periodista <b>journalist</b>
el/la pintor/a <b>painter</b>	el/la político <b>politician</b>
el/la programador(a) <b>computer programmer</b>	el/la psicólogo <b>psychologist</b>
el/la reportero/a <b>reporter</b>	el/la secretario/a <b>secretary</b>
el/la técnico/a <b>technician</b>	el/la granjero/a <b>farmer</b>
el hombre/ la mujer de negocios <b>businessperson</b>	
el/la arqueólogo/a <b>archaeologist</b>	

#### La entrevista **The Interview**

el anuncio <b>advertisement</b>	el/la aspirante <b>candidate; applicant</b>
los beneficios <b>benefits</b>	el currículum <b>résumé</b>
la entrevista <b>interview</b>	el/la entrevistador/a <b>interviewer</b>
el puesto <b>position; job</b>	el salario, el sueldo <b>salary</b>
la solicitud (de trabajo) <b>(job) application</b>	contratar <b>to hire</b>
entrevistar <b>to interview</b>	ganar <b>to earn</b>
obtener <b>to obtain; to get</b>	solicitar <b>to apply (for a job)</b>

El Mundo del Trabajo **The World of Work**

el ascenso **promotion**

la carrera **career**

la empresa **firm**

el/la gerente **manager**

los negocios **business; commerce**

el oficio **trade**

la reunión **meeting**

dejar **to quit; to leave behind**

renunciar **to resign**

el aumento de sueldo **raise**

la compañía **company**

el empleo job; **employment**

el/la jefe/a **boss**

la ocupación **occupation**

la profesión **profession**

el trabajo **job; work**

despedir **to fire**

tener éxito **to be successful**

## APPLICATION FOR EMPLOYMENT

**PERSONAL INFORMATION**

DATE OF APPLICATION: \_\_\_\_\_

Name: \_\_\_\_\_  
Last                      First                      Middle

Address: \_\_\_\_\_  
Street                      (Apt)                      City, State                      Zip

Alternate Address: \_\_\_\_\_  
Street                      City, State                      Zip

Contact Information:    (    )                      (    )  
Home Telephone                      Mobile                      Email

*How did you learn about our company?*

**POSITION SOUGHT:** \_\_\_\_\_                      **Available Start Date:** \_\_\_\_\_

**Desired Pay Range:** \_\_\_\_\_                      **Are you currently employed?** \_\_\_\_\_  
By Hour or Salary

**EDUCATION**

	Name and Location	Graduate? – Degree?	Major / Subjects of Study
High School			
College or University			
Specialized Training, Trade School, etc...			
Other Education			

Please list your areas of highest proficiency, special skills or other items that may contribute to your abilities in performing the above mentioned position.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Notes:**

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## WHAT'S MY JOB?

Directions: Fill in the blanks with the correct jobs: *nurse, secretary, construction worker, babysitter, mechanic, pilot, artist, machine operator, painter, mail carrier, fire fighter, police officer, dentist, teacher, pharmacist, dog trainer, foreman, clown, hairdresser, waiter.*

1. I help doctors heal people. I am a \_\_\_\_\_ .
2. I build buildings. I am a \_\_\_\_\_ .
3. I work in an office. I take messages, type letters, file papers and greet visitors. I am a \_\_\_\_\_ .
4. I paint pictures and sell them. I am an \_\_\_\_\_ .
5. I fly planes. I am a \_\_\_\_\_ .
6. I operate machines in a factory. I am a \_\_\_\_\_ .
7. I climb ladders and paint houses. I am a \_\_\_\_\_ .
8. I deliver mail. I am a \_\_\_\_\_ .
9. I fill prescriptions for medicine. I am a \_\_\_\_\_ .
10. I teach children at school. I am a \_\_\_\_\_ .
11. I give tickets to people who drive too fast. I am a \_\_\_\_\_ .
12. I help put fires out. I am a \_\_\_\_\_ .
13. I train dogs to behave. I am a \_\_\_\_\_ .
14. I make people laugh when they go to the circus. I am a \_\_\_\_\_ .
15. I fix people's teeth. I am a \_\_\_\_\_ .
16. I serve food at a restaurant. I am a \_\_\_\_\_ .
17. I oversee workers at a construction site. I am a \_\_\_\_\_ .
18. I watch children while their parents work. I am a \_\_\_\_\_ .
19. I fix cars. I am a \_\_\_\_\_ .
20. I cut and style hair. I am a \_\_\_\_\_ .



## Classified Help Wanted Ads:

HELP WANTED 220 (the section it is in)

### **Clerical & Office Position**

Paid training starts immediately. Call 403-667-1052

---

### **Handy Man**

Carpenter skills, apartment Remodel. Own tools & vehicle a must. Call Scott 931-319-1134

---

### **Avon Representative**

Looking for enthusiastic person to sell Avon cosmetics. Can do it from your own home. Great money-making opportunity. Call Tina 931-507-8400

---

### **Are you looking for a job?**

Stop by and let **Somner** put you to Work today. Light industrial positions now Available at Federal Mogul. Applications Accepted. Mon.-Thurs. 9-11:00 & 1-3:00 p.m.

---

### **KELLY SERVICES**

409 East Broad Street  
Smithville  
(across from Curves & Paparoni's Pizza)  
615-215-8900 or toll free 1-866-513-5694

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## Job Information

**My Past Jobs:** Fill in the chart with information from your past jobs.

Name of Job	Job Duties	What you liked about your job:

**My Partner's Past Jobs:** Talk to a classmate and find out what jobs they have had before. Fill in the chart.

Name of Job	Job Duties	What you liked about your job:

**My Present Job:** Fill in the chart with information about your current job.

Name of Job	Job Duties	What you liked about your job:

**My Partner's Present Job:** Interview a classmate and find out information about their current job. Fill in the chart.

Name of Job	Job Duties	What you liked about your job:

**My dream job:** Fill in the chart with information about your dream job.

Name of Job	Job Duties	What you liked about your job:

**My partner's dream job:** Talk with a classmate and find out their dream job and fill in the chart with that information.

Name of Job	Job Duties	What you liked about your job:

## JOB INTERVIEW QUESTIONS WORKSHEET

**Instructions:** Pretend that you are being interviewed by a big corporation (such as Sear's, Wal-Mart, or McDonald's) for their manager position. Work with a partner and interview each other. Write your partner's responses in the blanks.

Tell me something about yourself.

---

---

What jobs have you held? What were your duties and responsibilities?

---

---

What have you learned from some of the jobs you have held?

---

---

What jobs did you enjoy the most? Why? Least? Why?

---

---

Do you have any outside interests or activities that would prevent you from being on time and at work every day?

---

---

In what types of jobs are you most interested? What do you expect to be doing ten years from now?

---

---

What can you offer? What are your strengths? Weaknesses?

---

---

What have you done that shows initiative or willingness to work and learn?

---

---

Why are you interested in this company?

---

---

What do you know about our company?

---

---

2008 Tennessee Migrant Education Adult ELL Class Lesson Plans

Symbol	Word
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten
11	Eleven
12	Twelve
13	Thirteen
14	Fourteen
15	Fifteen
16	Sixteen
17	Seventeen
18	Eighteen
19	Nineteen
20	Twenty
21	Twenty-one ...
30	Thirty
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety
100	One hundred
101	One hundred and one ...
1,000	One thousand
1,000,000	One million
1,000,000,000,000	One billion

Symbols	Word (common term in brackets)
+	Plus (And)
-	Minus (Take away)
x	Multiplied by (Times)
÷	Divided by
=	Equals (Is)
.	Point
%	Percent
$1 + 6 - 2 \times 2 \div 2.5 = 4$	One <b>plus</b> six <b>minus</b> two <b>multiplied by</b> two <b>divided by</b> two <b>point</b> five <b>equals</b> four
10% 100=10	Ten <b>percent of</b> one hundred <b>equals</b> ten.

In figures	In words
1st	the first
2nd	the second
3rd	the third
4th	the fourth
5th	the fifth
6th	the sixth
7th	the seventh
8th	the eighth
9th	the ninth
10th	the tenth





# LESSON PLAN 5

**This lesson covers topics related to emergencies, different resources available, poison control, 911 phrases, car accidents, preventative trainings related to fire alarms and what to do in a fire. Also, talking to a doctor, school sick days when a child needs to come home, and parental involvement in child education.**

## Vocabulary:

### Parts of the body

la boca <b>mouth</b>	el brazo <b>arm</b>	la cabeza <b>head</b>
el corazón <b>heart</b>	el cuello <b>neck</b>	el cuerpo <b>body</b>
el dedo <b>finger</b>	el estómago <b>stomach</b>	la garganta <b>throat</b>
el hueso <b>bone</b>	la muela <b>molar</b>	la nariz <b>nose</b>
el ojo <b>eye</b>	la oreja (outer) <b>ear</b>	el pie <b>foot</b>
la pierna <b>leg</b>	la rodilla <b>knee</b>	el tobillo <b>ankle</b>
el oído (sense of) hearing; <b>inner ear</b>		

### Health

el accidente <b>accident</b>	el antibiótico <b>antibiotic</b>
la aspirina <b>asprin</b>	la clínica <b>clinic</b>
el consultorio <b>doctor's office</b>	el/ la dentista <b>dentist</b>
el examen médico <b>physical exam</b>	el dolor (de cabeza) ( <b>head</b> ) <b>ache</b>
el hospital <b>hospital</b>	el medicamento <b>medication</b>
el resfriado <b>cold (illness)</b>	el síntoma <b>symptom</b>
el/la doctor(a) <b>doctor</b>	el/la enfermero/a <b>nurse</b>
el/la paciente <b>patient</b>	la farmacia <b>pharmacy</b>
la gripe <b>flu</b>	la infección <b>infection</b>
la medicina <b>medicine</b>	la operación <b>operation</b>
la pastilla <b>pill; tablet</b>	la radiografía <b>X-ray</b>
la receta <b>prescription</b>	la sala de emergencia(s) <b>emergency room</b>
la salud <b>health</b>	la tos <b>cough</b>

### Verbs

caerse <b>to fall down</b>	dañar <b>to damage; to break down</b>
darse con <b>to bump into; to run into</b>	doler <b>to hurt</b>
enfermarse <b>to get sick</b>	estar enfermo/a <b>to be sick</b>
estornudar <b>to sneeze</b>	lastimarse <b>to injure oneself</b>
olvidar <b>to forget</b>	poner una inyección <b>to give an injection</b>
prohibir <b>to prohibit</b>	recetar <b>to prescribe</b>
romper <b>to break</b>	romperse (la pierna) <b>to break one's leg</b>
sacar(se) <b>to have removed</b>	ser alérgico/a (a) <b>to be allergic (to)</b>
sufrir una enfermedad <b>to suffer an illness</b>	tener dolor <b>to have pain</b>
tener fiebre <b>to have a fever</b>	toser <b>to cough</b>
tomar la temperature <b>to take someone's temperature</b>	

torcerse (el tobillo) **to sprain (one's ankle)**

congestionado/a **congested**  
grave **serious**  
médico/a **medical**  
sano/a **healthy**

### Adjectives

embarazada **pregnant**  
mareado/a **dizzy/ nauseated**  
saludable **healthy**

a menudo **often**  
apenas **hardly; scarcely**  
con frecuencia **frequently**  
menos **less**  
poco **little**  
todos los días **every day**

### Adverbs

a veces **sometimes**  
casi **almost**  
de vez en cuando **from time to time**  
muchas veces **a lot**  
por lo menos **at least**

Cómo se lastimó el pie?  
Sí, me duele mucho.  
Es usted alérgico/a a algún medicamento?  
Sí, soy alérgico/a a \_\_\_\_\_.  
Cuánto tiempo hace que te duele?

### Phrases

**How did you hurt your foot?**  
**Yes, it hurt a lot.**  
**Are you allergic to any medication?**  
**Yes I am allergic to \_\_\_\_\_.**  
**How long has it been hurting?**

**Activity (Pictionary):** Play Pictionary with the vocabulary words. Students can draw an object or feeling (dentist, pharmacy, sneeze) on the board and have the other students guess what they are drawing. Divide the students into two groups; each group must send up a representative to draw the picture for that round. Keep time of each team's round (30 seconds to one minute). The team must correctly guess the answer in the allotted time or they do not receive the point. The first team to reach 10 points wins.

**Activity (Online Quizzes):** Students can visit these websites to test their vocabulary knowledge about different themes.

Medicine

<http://iteslj.org/v/s/ab-medicine.html>

Health

<http://iteslj.org/v/s/cw1b06.html>

Health and Illness

<http://iteslj.org/v/s/se-health.html>

Body Parts

<http://iteslj.org/v/s/ab-body.html>

**Activity (Asking For Things Worksheet):** The objective of this activity is to introduce students to more vocabulary related to medicine. Ask the students to read and follow the directions on their worksheets.

Directions:

1. First, match each image with a word from the list below.
2. Then, get with a partner and take turns asking for one of the objects below. Example:  
May I have a bandage?

gauze  
asprin  
vitamins

cotton balls  
bandage  
cough medicine

nasal spray  
ear drops

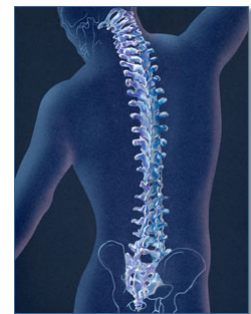
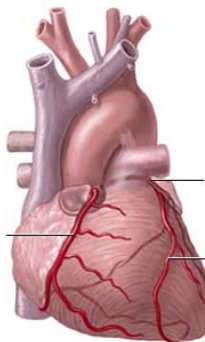




**Activity (Inside the Body):** Provide students with further knowledge of medical vocabulary by presenting to them this worksheet. Ask them to complete the worksheet in pairs and then review it afterward.

Directions: Label the different parts of the body using the words from the list and then decide what can affect each part of the body.

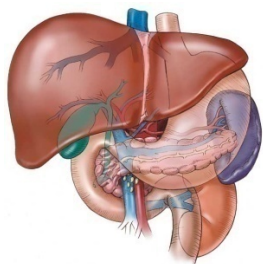
spine	liver	heart	kidney	brain	lungs
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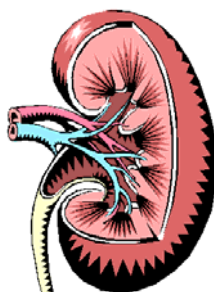
Body Part- \_\_\_\_\_

Body Part- \_\_\_\_\_

Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_

**Which of these body parts can be damaged by...**

- a) smoking? \_\_\_\_\_
- b) lifting heavy objects? \_\_\_\_\_
- c) eating fatty foods? \_\_\_\_\_
- d) drinking too much alcohol? \_\_\_\_\_

**Activity (Understanding Labels Worksheet):** Have students complete the following worksheet in order to understand how to follow a drug label correctly.

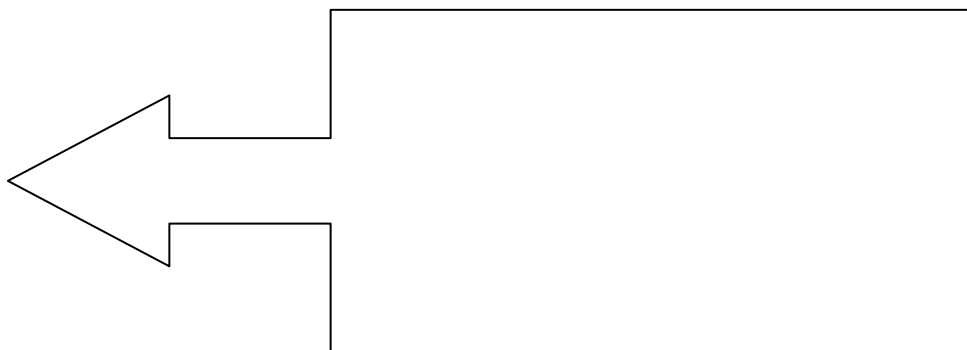
Directions: Read the instruction on the labels and answer the following questions in the blank space after the arrow.

1. What is it for?
2. How much should adults take? Children?
3. What are some precautions you should know about before taking the drug?

**Multi-Symptom Cold/ Flu Relief**

adults (12 yrs and older) take 2 TBSP every 6 hours; not more that 4 doses per day  
children under 12; ask a doctor

**DO NOT USE** if you are currently taking drugs for depression or other emotional conditions.

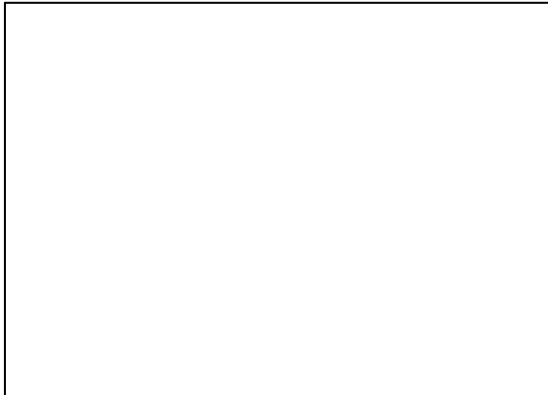


### Allergy Relief/ Antihistamine

Take one (1) tablet by mouth **TWICE** daily on an **EMPTY** stomach. Not recommended for children under the age of 12.

Medication may impair your ability to drive or operate machinery. **USE CARE** until you become familiar with the effects.

May refill 6X          Discard by 04/02/09



Go directly to the website below to hear a podcast related to first aid and children. You can start the podcast at 1 minute 29 seconds and end it at 3 minutes 16 seconds. Have students write down unfamiliar words. After the podcast, review unknown words and those in bold.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=442](http://www.eslpod.com/website/show_podcast.php?issue_id=442)

#### Script:

*Jeng: What did you do this summer?*

**Cynthia: I worked at a summer camp as a nurse's aide. I thought we would be giving simple first aid, but you wouldn't believe the kinds of injuries the kids came in with.**

*Jeng: You mean like poison ivy, bee stings, bug bites, and scraped knees?*

**Cynthia: Yeah, we had those, but we also had some pretty serious cases. For instance, the second day of the camp, one of the boys who didn't know how to swim fell into the lake. He must have hit his head because he was unconscious when they brought him in. We couldn't find his pulse and the nurse did CPR. Luckily, we got him breathing again right away, but that little boy had a concussion.**

*Jeng: Wow! You're kidding. That's serious.*

**Cynthia: That wasn't all. It's true that most of the kids came in with superficial scrapes, but some of them had some major wounds. We had to stop the bleeding and bandage them up. We had one girl who needed 12 stitches after she fell out of a tree.**

*Jeng: Geez, I never knew going to camp could be so hazardous to your health!*

**Activity (Yellow Pages):** Have students be paired off in groups of two or three and hand them telephone books. Have them look up in the yellow pages under physicians their doctor, or one that they might like to choose. Look at the different headings of physicians and discuss what type of medicine they practice.

**Activity (Making an Appointment):** Give each student a list of the questions. Go over the questions and answers with the students by reading aloud as a group. Insert in the blanks the answers on the board and the students can fill in the blanks on the paper.

**Patient:** *Hello. This is \_\_\_\_\_. I'd like to make an appointment to see Dr. Foster.*

**Receptionist:** *Okay. What seems to be the problem?*

**Patient:** *I have a terrible ache in my \_\_\_\_\_.*

**Receptionist:** *Fine. When would you be available to come in to see Dr. Foster?*

**Patient:** *Any time today would be good.*

**Receptionist:** *How about today at 11 o'clock?*

**Patient:** *That sounds fine. Thank you.*

**Receptionist:** *We'll see you then.*

**Activity (Seeing the Doctor):** This can be role played. They can fill in the blanks and read along as this is played out. Bring a large white shirt to class so that the person playing the doctor can get into the part. The student or teacher when playing the part of the doctor can use a pad and pen to take notes just as a real doctor would. Explain where the nearest pharmacy is located.

**Doctor:** *Hello, what's the matter?*

**Patient:** *I have a sore \_\_\_\_\_. (It hurts \_\_\_\_\_)*

**Doctor:** *How long has your \_\_\_\_\_ been bothering you?*

**Patient:** *I've been having pain for about \_\_\_\_\_ (two weeks, a month, etc.)*

**Doctor:** *Do you have any history of \_\_\_\_\_ (example: back) problems.*

**Patient:** *No, this is the first time./ Yes, I do.*

**Doctor:** *Are you taking any medicine at the moment?*

**Patient:** *No, only aspirin. / Yes. I am taking \_\_\_\_\_.*

**Doctor:** *How long have you been taking the medicine?*

**Patient:** *For about \_\_\_\_\_ (two weeks, five days, etc.)*

**Doctor:** *Do you have a fever?*

**Patient:** *I don't think so.*

**Doctor:** *Open your mouth and say aaahh.*

**Patient:** *Ok.*

**Doctor:** *Ok. Let's have a look at your \_\_\_\_\_. Please take off your \_\_\_\_\_ (shirt, pants, socks).*

**Doctor:** *You may get dressed now.*

**Doctor:** *I am going to give you a prescription for some medication. (fills out paper) Take \_\_\_\_\_ pills a day with food. Come back and see me in a week.*

**Patient:** *Ok. (Patient gets dressed and goes to receptionist for a return appointment.)*

**Activity (Command Sequence):** The objective of this activity is to allow students practice in following directions and further knowledge of body part vocabulary. Ask the students to stand up and follow your command. Tell the students to, “touch your ear/ nose/ankle/etc.”

**Activity (Checking Out):** Teacher explains the situations. The students can ask questions as you go along and make sure that they take notes on their worksheets.

*Receptionist: When do you need to come back?*

*Patient: In a week.*

*Receptionist: Your appointment is for \_\_\_\_\_ (gives patient a card with date).*

*You owe \$\_\_\_\_\_.*

*Patient: (Pays receptionist and takes appointment card, if required.)*

**Activity (“Describing Symptoms to a Doctor”):** Go directly to the website below to hear a podcast related to first aid and children. You can start the podcast at 55 seconds and end it at 2 minutes 37 seconds. Have students write down unfamiliar words. After the podcast, review unknown words and those in bold.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=328](http://www.eslpod.com/website/show_podcast.php?issue_id=328)

**Script:**

Dr. van Eyck: Good morning, I’m Dr. van Eyck. I understand that you’re not feeling well.

Nico: That’s right, doctor. I’ve had a stomachache for three days. The pain comes and goes, but I also have heartburn and I am feeling bloated all the time.

Dr. van Eyck: Well, let’s take a look. Have you felt nauseous? Does it hurt when I press here?

Nico: Oh yes, that hurts, and I feel nauseous all the time. But, doctor, that’s not all. I’ve also had bad headaches in the past week and I feel fatigued all the time.

Dr. van Eyck: Have you had a stuffy nose, a cough, a sore throat, or an earache?

Nico: Yes, I’ve had all of those.

Dr. van Eyck: You have? All of them?

Nico: And, there’s more. I’ve been feeling pains in my leg. Sometimes it feels stiff and sometimes I lose feeling in it. I’m having a lot of trouble walking.



Dr. van Eyck: I have to say that you have an unusual combination of symptoms. Have there been any significant changes in your life in the past few days?

Nico: Well, my in-laws are visiting from out of town. Do you think you'll need to admit me into the hospital for tests?

Dr. van Eyck: I'm not sure that's necessary. Are things really that bad at home?

Nico: You have no idea!

**Activity (Role Play):** Divide the students into four small groups and ask them to come up with a short skit related to the doctor's office. You can incorporate props such as notepads, pens, phones, lab coats, toy stethoscopes, etc.. Have each group act out one of the following scenes:

- Making an appointment
- Seeing the Doctor
- Checking out
- Getting the Prescription/ Filling it at the Pharmacy

**Activity (Are you Healthy Quiz?):** Pass out a quiz to each student and have them take about 10 minutes to complete it. An advanced learner could help others if needed. Afterwards, read out the answers and explanations to the students. Discuss with them the importance of having a healthy lifestyle and how it can benefit their children as well.

1. You should have 2-4 servings of fruit every day, and 3-5 servings of vegetables every day. If you add those together, you get 5-9 servings. The servings are small, usually around the size of a medium size apple. Fruits and vegetables are a great way to satisfy a snack craving, and they are also easy to take along with you wherever you go.
2. Vitamin C is an important nutrient that helps keep your immune system strong, which means that it can help fight off illnesses like a cold or the flu. Orange juice comes from oranges, and like other citrus fruits is high in Vitamin C. Other examples of citrus fruits are grapefruit, tangerines, limes and lemons.
3. Water is the most important—70% of our bodies is composed of water. Milk is also important, because it is a good source of calcium, which helps to keep bones strong.
4. Protein helps grow strong muscles as well as keeps the muscles you have healthy. Pie is usually high in sugar. Broccoli has many vitamins and minerals and is good for you. Meat is the food group that is highest in protein.
5. Candy-- Candy doesn't have any vitamins or nutrients, and it is filled with sugar that the body uses immediately.
6. Bread, cereal, potatoes and the rest of the Bread/Cereal group are great sources of carbohydrates. Carbohydrates are what the body uses as energy and fuel, and so it is important to get many servings of this group each day.
7. When the word snack comes to mind, some kids think of sweets and junk food. But those things are not good for you and are not filling, which means they can leave you

- still craving other foods. Peanuts are the best snack out of the choices, and they shouldn't leave you feeling hungry after you eat them.
8. We should eat different kinds of fruits because each fruit contains different nutrients, and all of them are important. Oranges are filled with Vitamin C, while bananas have lots of Potassium. Both are important, and should be included in your diet.
  9. It is important to keep your body healthy, and exercising at least an hour a day will help do that.
  10. Calories are burned away from exercise, which is why it is important for you to eat well all of the time.
  11. Exercise definitely makes your muscles stronger, because the more that you use them- the bigger they get. Exercise also can be fun, especially if you play sports that you enjoy. Exercise also gives your heart a good workout by increasing the rate for an extended period of time. The answer is all of the above.
  12. This one may be hard. If you exercise at least three times per week, then your metabolism should increase. This increase will be ongoing, which means that it won't just happen when you are exercising. The answer is true.

**Activity (Oral Health Quiz):** Set up a gameshow type scenario. Divide the students into two groups and provide one small dry erase board (or several sheets of paper) to each group. You can have advanced students be scorekeepers and group helpers. Read the following 12 questions to the groups one by one, and have them guess the correct answer. The group with the most points wins. Discuss with the groups the importance of oral health and how vital it is to take care of their child's teeth as well.

**1. You should never give any form of fluoride to children younger than age 2.**

- True
- False

Correct Answer: False

*According to the American Dental Association, children who drink fluoridated water have up to 40 percent fewer cavities than other children. However, too much fluoride can cause unsightly spots on your child's teeth. Also, don't use fluoride toothpaste for babies or toddlers unless your dentist recommends it.*

**2. You should start brushing your child's teeth as soon as the first one appears.**

- True
- False

Correct Answer: True

*As soon your child has teeth, you should start brushing them gently twice a day with a soft, wet toothbrush. Children younger than 2 should not use fluoride toothpaste unless a dentist recommends it.*

**3. According to the American Dental Association, when should you schedule your child's first dental appointment?**

- As soon as the first tooth erupts
- On his/her second birthday
- When all his/her baby teeth come in
- When he/she starts losing baby teeth

Correct Answer: as soon as the first tooth erupts.

*An early visit to the dentist can help prevent problems down the road. The dentist will examine your child's teeth, clean them (if necessary), and help you come up with a strategy for preventing cavities in the future.*

**4. It doesn't matter if a child gets cavities in his baby teeth because these fall out anyway.**

- True
- False

Correct Answer: False

*You can't expect a toddler to learn to talk clearly or try his first bite of corn on the cob without a healthy set of teeth. Just as important, baby teeth help create space for permanent teeth. If your child's baby teeth rot away or fall out too early, his permanent teeth may come in crowded or crooked. That's why taking good care of baby teeth paves the way for a confident smile later on.*

**5. Which of the following is not a way to prevent baby bottle tooth decay?**

Never put a baby to sleep with the bottle in its mouth (or take it out after 15 min).

- Feed your baby sugary liquids.
- Make sure your child is getting proper fluoride treatments.
- Have regular dental visits.

Correct Answer: Feed your baby sugary liquids.

**6. Thumb sucking isn't likely to harm baby teeth.**

- True
- False

Correct Answer: True

*Thumb sucking is a soothing hobby for many young children, and it won't harm their young teeth. Permanent teeth, however, are another story. If your child is still sucking his thumb when permanent teeth come in -- usually around age 6 or 7 -- the teeth may come in crooked.*

**7. Pure fruit juice can harm teeth.**

- True
- False

Correct Answer: True

*Pure fruit juice is loaded with vitamins, but it's also loaded with sugar. In addition to tooth decay, an overload of juice can cause diarrhea, abdominal pain, bloating, and flatulence. According to the American Academy of Pediatrics, children shouldn't drink fruit juice until they are at least 6 months old. Children under 7 should be limited to four or six ounces of juice each day.*

**8. How many adults are affected by gum disease?**

- one out of four
- every adult
- half of adults
- three out of four

Correct Answer: Three out of four adults

***Answer explanation:** After age 35, some form of gum disease affects three out of four adults. Gum disease, a bacterial infection of tissues that support our teeth, is a major cause of tooth loss in adults, especially older Americans. According to the US Centers for Disease Control and Prevention, almost three of every ten adults over age 65 have lost all of their teeth because of cavities and gum disease. You can prevent gum disease by brushing and flossing every day.*

**9. Which of the following is NOT an early warning sign of gum disease:**

- yellow teeth
- gums that bleed when you brush your teeth
- tender gums
- red or swollen gums

Correct Answer: yellow teeth

***Answer explanation:** Yellow teeth are not a symptom of gum disease. Many stains are the result of smoking, coffee, tea and/or age, and may be improved with whitening treatments. If you notice any of the symptoms above (gums that bleed when you brush your teeth, red, swollen or tender gums and gums that have pulled away from the teeth) contact your dentist or dental hygienist today to schedule an appointment.*

**10. Gum disease can best be prevented by:**

- Brushing your teeth twice daily.
- eating sugary foods
- never flossing
- cutting back on between-meal-snacks

Correct Answer: brushing your teeth twice daily

***Answer explanation:** All of the above. Plaque is the major cause of periodontal (gum) disease.*

*You can remove plaque by brushing your teeth twice a day, and flossing once a day. It is important to have regular dental checkups, and professional cleanings to prevent gum disease. Cutting back on between-meal-snacks and sugary foods can help prevent gum disease because starches break down into sugars once they're in your mouth. Each time you eat food that contains sugars or starches, acids attack the teeth for 20 minutes or more.*

**11. What is the best way to clean my teeth?**

- brush harder
- just brushing my teeth once a day
- using mouthwash
- brush gently, twice a day, with a soft toothbrush and floss once a day

Correct Answer: brush gently, twice a day, with a soft toothbrush and floss once a day

***Answer explanation:** Brushing too vigorously, with a hard toothbrush, can harm the teeth and gums, causing them to deteriorate over time. Flossing removes food particles between teeth that the toothbrush can't reach. Brushing alone reaches only three out of five tooth surfaces. Also, the surfaces tooth brushing can't reach are areas where gum disease can most easily get started in your mouth. An oral irrigator can be used in conjunction with brushing and flossing.*

**12. How often should I change my toothbrush?**

- every year
- once every six months
- every three months
- it never needs to be changed

Correct answer: once every three months

***Answer explanation:** Most dental professionals recommend that toothbrushes be replaced every three months. Toothbrushes should also be replaced after you or family members have had a cold, flu, or other upper respiratory infection. Do not share toothbrushes with other family members.*

- 
- *The instructor should discuss with the students the importance of oral care and the necessity of dental screenings/ dental examinations for themselves and their children.*

A dental screening does not take the place of an annual/bi-annual examination by the dentist and no x-rays are taken. A dental screening is an inspection of the mouth to see if there are any oral/dental problems. The most common problems that children have are dental decay, gum disease, and improper tooth eruption. A dental screening may occur free at their child's school once a year. Occasionally the Ronald McDonald House or another charitable organization will conduct free dental screening. Check within your area and share the information that you find with the students.

**Activity (“Going to the Dentist” Podcast):** Follow the link below to listen to the podcast related to oral health. Ask students to take note of the words they do not know. Afterward, review the vocabulary words in bold and the words they had trouble with.

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=96](http://www.eslpod.com/website/show_podcast.php?issue_id=96)

**Script:**

I went to the dentist to get a check-up and cleaning. I showed up at the dentist's office a few minutes before 10. I gave the receptionist my name and told her that I had a 10 a.m. appointment. She said that the doctor was running a little late and that I should take a seat. After about 15 minutes, a dental assistant came out and told me to follow her. She led me to a room and told me to take a seat in the exam chair, and then she put a dental bib on me.

The dentist came into the room.

Dentist: Hello, how are you today? Here for your six month check-up?

Gary: I'm fine, Dr. Meecham. Yes, just a cleaning and check- up today.

Dentist: Oh, fine. Let's take a look.

She probed my teeth and checked my gums.

Dentist: Well, it looks like you have a cavity and your crown is loose. We need to fill that cavity before it gets any worse and the crown needs to be refitted. Make an appointment for next week and I'll take care of them.

Gary: Okay, I'll do that, but my crown was just put on last year. Will my dental insurance cover the work?

Dentist: Since you had that done here, we'll take care of it. There won't be a charge. And, your insurance should cover the work on the cavity. Now, I'm going to have the hygienist do your cleaning and I'll see you soon for the other work.

Gary: Thanks, doctor.

The hygienist came into the room and had me rinse with mouthwash. She began her cleaning and finished by polishing my teeth. On my way out, I tried to make an appointment for the following week. Unfortunately, there were no appointments available for two weeks, and the time they had was an inconvenient one, but I said I, “ôd manage. I have to say, going to the dentist can be a pain, in the mouth and in the butt.

**Activity (Health Video):** You can go to this website to watch an interesting video about health. Should you drink lemonade or soda? Is it better to have a donut for breakfast or nothing at all? This video helps you choose the lesser of two evils:

<http://www.brightcove.tv/title.jsp?title=428948070&channel=156457827>

**Activity (Essay for Advanced Learners):** An essay is attached to the student worksheet sections. Just a reminder, you do not need to print out the essay page for everyone just those advanced learners. You can ask them to bring it back next class, if they would like to review their mistakes.

**Activity (Illness Review):** Go through some of the illnesses below and have the students describe how they feel. They can use some of the vocabulary adjectives. Have them look up in the dictionary any word they do not know.

Backache	Broken	Burn
Cold	Cough	Cut
Earache	Flu	Headache
Running nose	Sick	Sneeze
Sore throat	Stiff neck	Stomach ache
Toothache		

- *Instructor should explain the procedures for child sick days at school. At the beginning of the school year, it is necessary for the parent's to fill out the yellow permission card which grants other people the ability to pick their child up from school. This is in case of an emergency or in case the parents cannot be reached by telephone. The secretary will call and notify them of their child's illness. They will usually be able to speak with their child over the phone. Then, they need to come pick their child up from school. They can go to the office or clinic to pick them up. If their child is absent from school they need to send a note to the teacher explaining why. This is so that the school knows that the parent is aware of their child's absence.*
- *The instructor should discuss with the students the idea of parental involvement in U.S. schools and the related vocabulary. Ask the student to discuss among themselves why it is important to be involved in their child's education Then, review the following ways to help your child in school More detailed information can be found at <http://www.ed.gov/pubs/PFIE/families.html>:*

discipline	cafeteria	library	attendance
policy	lunch	classroom	calendar

holiday	workday	field trip	bus route
rules	tardy	excused	absent
permission	assignment	progress report	report card
delayed	responsibility	contract	conference
notes	conversation	homework	expectations
reading	language	materials	concern
dress code	report card	Parent-Teacher conference	

- Read together
- Limit the amount of TV time/ encourage educational programs
- Establish a daily family routine with scheduled homework time
- Talk to your children and teenagers -- and listen to them, too
- Express high expectations for children by enrolling them in challenging courses
- Find out whether your school has high standards
- Keep in touch with the school
- Use community resources

**Activity (Parents Help):** Ask the students to discuss among themselves why it is important to be involved in their child's education. Go around the classroom and ask each student to give an example of how their parents helped them throughout their life.

- *The instructor should explain about calling into work sick.*

Tell your students: If you must miss work because of illness or an emergency situation, you are responsible for calling your supervisor and notifying them about missing work.

Discuss what are appropriate reasons to call in to work. Examples are doctor appointments, being sick or a child who is sick, the weather (such as snow or flooding).

**Activity (Powerpoints "Calling in Sick"):** Go to the website below to see two short Power Points that cover the topic of calling in sick. You will need to use a projector screen so that all the students can see it. Go to "ESL Employment; Soft Skills 1 and 2."

[http://www.elcivics.com/esl\\_powerpoint\\_lessons.html](http://www.elcivics.com/esl_powerpoint_lessons.html)



**Activity (Hands Free CPR):** Go directly to this website to hear a podcast explaining the new “Hands Free” method of CPR. Then continue to the second website to view a video by the American Heart Association concerning hands free CPR. The video can be heard in Spanish or English.

<http://a4esl.org/podcasts/>

<http://handsonlycpr.eisenberginc.com/resources.html>

- *The Instructor should discuss poison control to the students; help them identify what everyday household products are dangerous, and who to call in case of an emergency. The Instructor should explain how this information is vital to their health as well as their child’s health. Some basic poison information can be found below and should be discussed with the students.*

**Levels of hazards are identified this way:**

**DANGER** - substances which are ex-tremely flammable, corrosive or highly toxic.

**POISON** - substances which are highly toxic.

**WARNING, or CAUTION** - substances which are moderately or slightly toxic.

A statement telling you how to avoid the hazard must appear with safe use instructions. Examples might be **KEEP OUT OF REACH OF CHILDREN** or **USE IN A WELL-VENTILATED AREA.**

As a consumer you should make it a habit to read hazardous product labels such as: Brand Name

1. Signal Word - Danger, Poison, Warning or Caution
2. Instructions for Safe Handling and Use (example: recommended amount to use)
3. Description of Hazard and Precautions (example: Irritant to skin and eyes, harmful if swallowed)
4. First Aid Instructions, when necessary or appropriate (example: If swallowed, feed milk).

Pesticides Are Different--- Regulations concerning pesticides are different. On pesticides, the word "warning" means that the product is moderately toxic. This means that one teaspoon to one ounce can kill an average adult. The word "caution" means that the product is slightly toxic. It would take over one ounce to kill an average adult.

**Types of Hazardous Household Products**

Most hazardous household products can be grouped into four major categories:

- Automotive products which are hazardous include motor oil, brake and transmission fluid, antifreeze and car batteries, gasoline, kerosene, diesel fuel, and car wax with solvent.
- Household cleaners include drain cleaners, oven cleaners, toilet cleaners, spot removers, silver polishes, furniture polishes, cleansers and powdered cleaners, window cleaners, bleach, liquid cleaners, dyes.
- Paints and solvents include latex, oil-based, auto and model paint, paint stripper, primer, rust remover, turpentine, varnish, wood preservative, mineral spirits, glues.
- Pesticides.

Other hazardous products include: aerosol products, dry cell and disc or button batteries, hearing aid batteries, moth balls and flakes, shoe polish, photographic chemicals, smoke detectors and air fresheners and deodorizers.

In case of emergency you should contact the Tennessee Poison Center immediately at:

Tennessee Poison Center  
501 Oxford House  
1161 21st Avenue South  
Nashville, TN 37232-4632  
Emergency Phone: (800) 222-1222  
<http://www.poisonlifeline.org/>

**Activity (Product Knowledge):** Bring several products from your home such as aerosol cans and window cleaner. Allow the students to see the labels and warnings. Review any word that they are unfamiliar with. Try to identify the images from the previous activity.

**Activity (Image Recognition):** Go through the images with the students in order for them to gain a better understanding of words they may not know and what the signs mean







**WARNING**

**HAZARDOUS WASTE  
STORAGE AREA.  
RESTRICTED AREA**





- *The instructor should explain to the class what is considered an emergency and when/when not to call 911.*

To help you decide what an emergency is; here are some examples:

- unconsciousness,
- a suspected stroke,
- heavy blood loss,
- suspected broken bones,
- a deep wound such as a stab wound,
- a suspected heart attack,
- difficulty in breathing,
- severe burns, and
- a severe allergic reaction.

### **911 Information**

#### **What is 911?**

•The United States has decided to use the telephone number 911 for emergency response services.

#### **When to call 911**

- To report something which requires a police officer to come (such as someone being attacked or robbed).
- To get an ambulance for emergency medical help
- To report a fire
- To report a crime in progress
- To report unusual or criminal activity (e.g. alarms, gun shots fired, shouts for help, sounds of glass breaking, unfamiliar persons carrying items from a house).

#### **Do not call 911:**

To ask for directions

To ask about animal control issues such as whether you can own a pet

To find out if someone is in jail

To report situations that are not of a police, fire, or medical nature.

To report a non-emergency medical situation

To contact someone for community information

#### **What happens when you call 911?**

If you do not speak English it is important that you tell the 911 operator what language you speak. A translator may be brought on the line or you may be asked if you are with someone who speaks English. The 911 operator is required to ask a number of questions to understand the situation and where it is happening. Some of the questions may seem unnecessary, but they are important to make sure that the emergency is clearly understood. This will help make sure the needed help (firefighters, police, ambulance or others) gets to the right place as quickly as

possible. Stay on the telephone for as long as you can to guide the operator in getting help to you.

**Activity (911 Role Play):** Ask an advanced student to assist you in performing a mock 911 call. Explain a mock scenario (suspected stroke/ deep wound/ broken bones) to the class and have the student respond appropriately. You play the operator and follow the script below:

911 Is this an emergency?

-----

What has happened?

-----

Okay what is your address?

-----

What is your address and telephone number?

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Help is on the way. Please stay calm and remain on the line.

**Activity (Photo Story):** Go to the website below and click on “ESL Photo Story: What’s The Emergency.” A short film will play. Use a projector to show the clip and have students shout out what the emergency is and you go along.

<http://www.tinkerbellchime.com/>

**Activity (Emergency Numbers):** Bring a pack of note cards to class and distribute one to each student. Have them write down the name and number of who to call in case of an emergency. Include 911, the TN Poison Control Center, hospital, doctor’s office, and your area police department.

### **Fire Prevention and Safety**

- *The instructor should review the following information with the students and answer any questions. More information can be found at the U.S. Fire Administration’s website: [https://www.usfa.dhs.gov/citizens/all\\_citizens/home\\_fire\\_prev/alarms/](https://www.usfa.dhs.gov/citizens/all_citizens/home_fire_prev/alarms/). Then explain to students the need to have a fire escape plan for their home. They should practice escape routes with their children in case of an emergency.*



- A smoke alarm is a device that detects smoke and issues an alarm to alert nearby people that there is a potential fire. In the event of a fire, a smoke alarm can save your life and those of your loved ones. They are a very important means of preventing house and apartment fire fatalities by providing an early warning signal -- so you and your family can escape. Smoke alarms are one of the best safety devices you can buy and install to protect yourself, your family, and your home.
- Install smoke alarms on every level of your home, including the basement. Many fatal fires begin late at night or in the early morning. For extra safety, install smoke alarms both inside and outside sleeping areas. Since smoke and many deadly gases rise, installing your smoke alarms at the proper level will provide you with the earliest warning possible. Always follow the manufacturer's installation instructions.
- Develop a home fire escape plan and designate a meeting place outside. Make sure everyone in the family knows two ways to escape from every room. Practice feeling your way out with your eyes closed.

**What to do in a Fire:** *(Explain to the parents that this information should be discussed with their children)*

1. Check the doors before opening them (lightly touch the door and doorknob before opening them. If they are hot it means there is fire on the other side. Don't open the door!
2. Stay Low and avoid dangerous smoke and poisonous air.
3. **Stop, Drop, and Roll! if your clothes are on fire.**
4. **Never hide under bed or in a closet, even if you're scared. The fire fighters will not be able to find you.**

**Activity (Fire Evacuation Routes):** Have the students plan out their fire evacuation route. Tell them to have two escape routes from each room of the house. Let them sketch out a simple floor plan of their house and highlight the evacuation routes. Explain to them the importance of making their children aware of fire safety and their home's fire evacuation routes. Also, explain the importance of a "meeting spot" outside of the house in case of emergency.

**Activity (Natural Disaster Identification):** Have students fill in the blanks on the provided worksheet. Help them to identify different kinds of natural disasters.

**Activity (Tornado in a Bottle):** Follow these instructions to create a tornado in a bottle. Explain to the class the frequency of tornados in the Tennessee area. Discuss precautions they should take and what to do in a tornado.

Materials:

- 2 2-litre pop bottles with caps
- Duct tape
- Silicon caulking
- Water
- Drill (get an adult's help with this)
- Food colouring (optional)
- Plastic confetti (optional)

*Note: Some science stores sell a "Tornado Tube" adapter which allows you to connect the two pop bottles without drilling or gluing.*

Instruction:

1. Take the caps off both the pop bottles.
2. Get an adult's help to drill a 1/2" hole in the centre of each cap.
3. Place the caps together and put a bead of silicon around the hole to seal it. Let dry.
4. Wrap a piece of duct tape around the outside of the two caps to firmly join them together.
5. Screw the double cap onto one of the pop bottles.
6. Fill the other pop bottle about 3/4 full of water. Add food colouring or plastic confetti to the water if you want.
7. Screw the empty bottle onto the top of the bottle containing the water.
8. Hold the duct-taped area with one hand and the bottom of the bottle with the other hand.
9. Turn the bottles upside-down and swirl them in a few quick circles. A vortex forms as the water drains into the lower bottle.

## Lesson Plan 5 Student Worksheets

### Vocabulary:

#### Parts of the body

la boca <b>mouth</b>	el brazo <b>arm</b>	la cabeza <b>head</b>
el corazón <b>heart</b>	el cuello <b>neck</b>	el cuerpo <b>body</b>
el dedo <b>finger</b>	el estómago <b>stomach</b>	la garganta <b>throat</b>
el hueso <b>bone</b>	la muela <b>molar</b>	la nariz <b>nose</b>
el ojo <b>eye</b>	la oreja (outer) <b>ear</b>	el pie <b>foot</b>
la pierna <b>leg</b>	la rodilla <b>knee</b>	el tobillo <b>ankle</b>
el oído (sense of) hearing; <b>inner ear</b>		

#### Health

el accidente <b>accident</b>	el antibiótico <b>antibiotic</b>
la aspirina <b>asprin</b>	la clínica <b>clinic</b>
el consultorio <b>doctor's office</b>	el/ la dentista <b>dentist</b>
el examen médico <b>physical exam</b>	el dolor (de cabeza) ( <b>head</b> ) <b>ache</b>
el hospital <b>hospital</b>	el medicamento <b>medication</b>
el resfriado <b>cold (illness)</b>	el síntoma <b>symptom</b>
el/la doctor(a) <b>doctor</b>	el/la enfermero/a <b>nurse</b>
el/la paciente <b>patient</b>	la farmacia <b>pharmacy</b>
la gripe <b>flu</b>	la infección <b>infection</b>
la medicina <b>medicine</b>	la operación <b>operation</b>
la pastilla <b>pill; tablet</b>	la radiografía <b>X-ray</b>
la receta <b>prescription</b>	la sala de emergencia(s) <b>emergency room</b>
la salud <b>health</b>	la tos <b>cough</b>

#### Verbs

caerse <b>to fall down</b>	dañar <b>to damage; to break down</b>
darse con <b>to bump into; to run into</b>	doler <b>to hurt</b>
enfermarse <b>to get sick</b>	estar enfermo/a <b>to be sick</b>
estornudar <b>to sneeze</b>	lastimarse <b>to injure oneself</b>
olvidar <b>to forget</b>	poner una inyección <b>to give an injection</b>
prohibir <b>to prohibit</b>	recetar <b>to prescribe</b>
romper <b>to break</b>	romperse (la pierna) <b>to break one's leg</b>
sacar(se) <b>to have removed</b>	ser alérgico/a (a) <b>to be allergic (to)</b>
sufrir una enfermedad <b>to suffer an illness</b>	tener dolor <b>to have pain</b>
tener fiebre <b>to have a fever</b>	toser <b>to cough</b>
tomar la temperature <b>to take someone's temperature</b>	
torcerse (el tobillo) <b>to sprain (one's ankle)</b>	

### Adjectives

congestionado/a **congested**  
grave **serious**  
médico/a **medical**  
sano/a **healthy**

embarazada **pregnant**  
mareado/a **dizzy/ nauseated**  
saludable **healthy**

### Adverbs

a menudo **often**  
apenas **hardly; scarcely**  
con frecuencia **frequently**  
menos **less**  
poco **little**  
todos los días **every day**

a veces **sometimes**  
casi **almost**  
de vez en cuando **from time to time**  
muchas veces **a lot**  
por lo menos **at least**

### Phrases

Cómo se lastimó el pie?  
Sí, me duele mucho.  
Es usted alérgico/a a algún medicamento?  
Sí, soy alérgico/a a \_\_\_\_\_.  
Cuánto tiempo hace que te duele?

**How did you hurt your foot?**  
**Yes, it hurt a lot.**  
**Are you allergic to any medication?**  
**Yes I am allergic to \_\_\_\_\_.**  
**How long has it been hurting?**

### Important Phrases related to going to the doctor

#### Making an Appointment

Patient: Hello. This is \_\_\_\_\_. I'd like to make an appointment to see Dr.

Receptionist: Okay. What seems to be the problem?

Patient: I have a terrible ache in my \_\_\_\_\_.

Receptionist: Fine. When would you be available to come in to see Dr. Foster?

Patient: Any time today would be good.

Receptionist: How about today at 11 o'clock?

Patient: That sounds fine. Thank you.

Receptionist: We'll see you then.

Notes:

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**Talking with the Doctor**

Doctor: Hello, what's the matter?

Patient: I have a sore \_\_\_\_\_. (It hurts \_\_\_\_\_)

Doctor: How long has your \_\_\_\_\_ been bothering you?

Patient: I've been having pain for about \_\_\_\_\_ (example: the last two weeks)

Doctor: Do you have any history of \_\_\_\_\_ (example: back) problems.

Patient: No, this is the first time./ Yes, I do.

Doctor: Are you taking any medicine at the moment?

Patient: No, only aspirin. / Yes. I am taking

\_\_\_\_\_.

Doctor: How long have you been taking the medicine?

Patient: For about \_\_\_\_\_ (two weeks, five days, etc.)

Doctor: Do you have a fever?

Patient: I don't think so.

Doctor: Open your mouth and say aaahh.

Patient: Ok.

Doctor: Ok. Let's have a look at your \_\_\_\_\_. Please take off your \_\_\_\_\_ (shirt, pants, socks).

Doctor: You may get dressed now.

Doctor: I am going to give you a prescription for some medication. (fills out paper) Take \_\_\_\_\_ pills a day with food. Come back and see me in a week.

Patient: Ok. (Patient gets dressed and goes to receptionist for a return appointment.)

Notes:

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**Checking out**

Receptionist: When do you need to come back?

Patient: In a week.

Receptionist: Your appointment is for \_\_\_\_\_ (gives patient a card with date).

You owe \$\_\_\_\_\_.

Patient: (Pays receptionist and takes appointment card, if required)

Notes:

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### Asking For Things

Directions:

3. First, match each image with a word from the list below.
4. Then, get with a partner and take turns asking for one of the objects below. Example:  
May I have a bandage?

gauze  
asprin  
vitamins

cotton balls  
bandage  
cough medicine

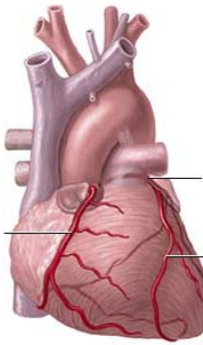
nasal spray  
ear drops



### Inside the Body

Directions: Label the different parts of the body using the words from the list and then decide what can affect each part of the body.

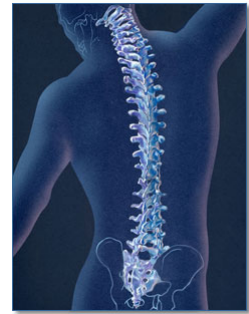
spine	liver	heart	kidney	brain	lungs
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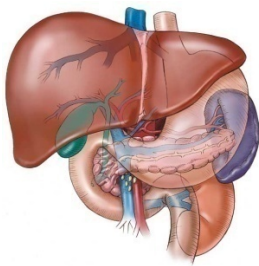
Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_



Body Part- \_\_\_\_\_

**Which of these body parts can be damaged by...**

- a) smoking? \_\_\_\_\_
- b) lifting heavy objects? \_\_\_\_\_
- c) eating fatty foods? \_\_\_\_\_
- d) drinking too much alcohol? \_\_\_\_\_

### Understanding Labels

Directions: Read the instruction on the labels and answer the following questions in the blank space after the arrow.

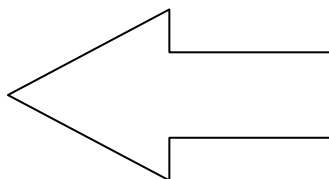
4. What is it for?
5. How much should adults take? Children?
6. What are some precautions you should know about before taking the drug?

#### Multi-Symptom Cold/ Flu Relief

adults (12 yrs and older) take 2 TBSP every 6 hours; not more than 4 doses per day

children under 12; ask a doctor

DO NOT USE if you are currently taking drugs for depression or other emotional conditions.



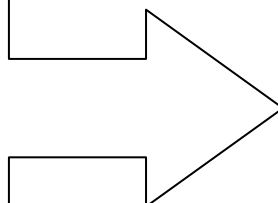
#### Allergy Relief/ Antihistamine

Take one (1) tablet by mouth **TWICE** daily on an **EMPTY** stomach. Not recommended for children under the age of 12.

Medication may impair your ability to drive or operate machinery. **USE CARE** until you become familiar with the effects.

May refill 6X

Discard by 04/02/09





## Are you Healthy?

1. How many servings of fruits and vegetables should you have every day?

- 1-3
- 2-6
- 5-9

2. Orange juice has a lot of which vitamin?

- A
- B
- C

3. What is the most important drink to have every day?

- milk
- water
- Gatorade

4. Protein can be found in which food?

- broccoli
- Meat
- pie

5. You should always try to avoid too much of which food?

- peanuts
- candy
- apples

6. Bread, cereal, potatoes and spaghetti are all good sources of what?

- Carbohydrates
- fluoride
- sugar

7. Which of these would be the healthiest choice for a snack?

- cookies
- chips
- peanuts

8. Why should you eat many different types of fruits?

- they make a fruit salad in your stomach

- eating the same fruits gets boring
- each contain certain nutrients that are important

9. How much should you exercise every day?

- 10 minutes
- 30 minutes
- 60 minute

10. Exercise burns

- protein
- calories
- nutrients

11. Exercise is good because

- it gives your heart a workout
- it keeps your muscles strong
- it's fun
- all of the above

12. True or false: exercising 3 or more times a week will increase your metabolism rate even while you rest

- True
- False

Notes:

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# LESSON PLAN 6

The topics of this lesson include conversations with the school, basic structure of the educational system, what is a report card, how to read the US grading system, understanding homework directions, how to use a dictionary etc.

## Vocabulary

### Class:

la clase <b>class</b>	el/la compañero/a de clase <b>classmate</b>
el escritorio <b>desk</b>	el/la estudiante <b>student</b>
el libro <b>book</b>	la mochila <b>backpack</b>
el papel <b>paper</b>	el/la profesor(a) <b>teacher</b>
la silla <b>seat</b>	la tarea <b>homework</b>
la biblioteca <b>library</b>	la cafetería <b>cafetería</b>
la casa house; <b>home</b>	el estadio <b>stadium</b>
el laboratorio <b>laboratory</b>	la librería <b>bookstore</b>
la residencia estudiantil <b>dormitory</b>	la universidad <b>university; college</b>
el curso, la materia <b>course</b>	la especialización <b>major</b>
el examen <b>test; exam</b>	el horario <b>schedule</b>
la prueba <b>test; quiz</b>	el semestre <b>semester</b>
la tarea <b>homework</b>	

### Courses:

el arte <b>art</b>	la biología <b>biology</b>
las ciencias <b>sciences</b>	la computación <b>computer science</b>
la contabilidad <b>accounting</b>	la economía <b>economics</b>
el español <b>Spanish</b>	la física <b>physics</b>
la geografía <b>geography</b>	la historia <b>history</b>
las humanidades <b>humanities</b>	el inglés <b>English</b>
las lenguas extranjeras <b>foreign languages</b>	la literatura <b>literatura</b>
las matemáticas <b>mathematics</b>	la música <b>music</b>
el periodismo <b>journalism</b>	la psicología <b>psychology</b>
la química <b>chemistry</b>	la sociología <b>sociology</b>

### Verbs:

comprar <b>to buy</b>	contestar <b>to answer</b>
dibujar <b>to draw</b>	enseñar <b>to teach</b>
estudiar <b>to study</b>	explicar <b>to explain</b>
hablar <b>to talk; to speak</b>	necesitar <b>to need</b>
practicar <b>to practice</b>	preguntar <b>to ask (a question)</b>
preparar <b>to prepare</b>	

**Activity (Pictionary):** Make a copy of the vocabulary words above and then cut them out into individual strips. Play a fun game of Pictionary using the words. Divide the students into two teams and have them pick a creative name for their team. Then, have students come forward one at a time and randomly draw a topic from the hat. They get 30 seconds to draw their picture and have their team guess what they are drawing. If their team can guess the topic in less than 30 seconds they receive the point. However, if at the end of the 30 seconds they still do not know the answer, the other team has the chance to guess one time and possibly steal the point. Then, it's the other team time to try and guess their player's drawing.

**Activity (In this class...):** This activity is designed to provide students practice with their vocabulary and listening skills. Ask students to guess what class you are in by listening to a few simple clues. For example, you say "I listen to things that happened in the past, we talk about how American was created, some of the things we discuss are past presidents. What class am I in?"

**Activity (Online Vocabulary Quiz):** Students can go directly to the website below to access a fun quiz that will test their knowledge of classroom vocabulary:  
<http://iteslj.org/v/s/ab-classroom.html>

## Vocabulary Worksheet

Directions: Fill in the blank with the correct word for the box below.

backpack	computer science	teacher	geography
books	desk	student	library



The boy is a \_\_\_\_\_.



I carry my books in my \_\_\_\_\_.



I can check-out books in the \_\_\_\_\_.



She is the \_\_\_\_\_.



In the classroom there are many \_\_\_\_\_.



I learn to type in \_\_\_\_\_ class.



These are my \_\_\_\_\_.

**School Board Policies:**



This is \_\_\_\_\_ class.

Parents should be aware of the school board policies in their child's school. Things like the dress code, the no tolerance, attendance policy, etc. can greatly affect their child's education. At the beginning of each school year the school board passes out a policy booklet for parents and students. Call your local superintendent's office and ask if they have any extras you can review with the students. Also, let the student's know that most schools have a website you can access for information related to their policies.

### **Communicating with the school**

- *The instructor should discuss the topic of communicating with the school. First, ask the students when they would need/ like to talk to a school teacher or administrator. List the reasons on the board. Then, continue discussing necessary vocabulary, the Parent Teacher Conference, notes from school, etc.*

### **Parents Should Know:**

research shows that when families get involved, their children:

- Get better grades and test scores.
- Graduate from high school at higher rates.
- Are more likely to go on to higher education.
- Are better behaved and have more positive attitudes.

**Activity (Ways to Get Involved):** Let parents know how heavily they are expected to be involved in their child's education in many ways here in the U.S. Discuss with the students ways to get involved and make a list on the board. Some examples are listed below:

1. Become a "class mom." Many classrooms have a parent committee or "class mom" who organizes parties, chaperones field trips, and is present at most functions.
2. Attend school functions like ballgames and fundraisers with your child.
3. Go to ceremonies such as "Awards Day" ceremonies, graduation, class plays, etc.
4. Check their homework every night.
5. Read to them or listen to them read.
6. Vote in your local school board elections.
7. Discuss your child's progress with their teacher at conferences or anytime.
8. Limit TV viewing on school nights and encourage them to watch educational programs.
9. Set a bed time.
10. Make sure they eat a healthy breakfast in the morning.
11. Encourage them every day!



**What to do if their child falls behind:**

- *The instructor should let the parents know that there are a variety of things they can do to keep their child from falling behind.*
  
- First, you should talk to your child and to your child's teacher to determine what the problem is. It could be that your child is bored, that your child is frustrated, easily distracted, or maybe not being challenged enough in the classroom.
- Work with the teacher to find solutions that can help your child get back on track and really reach that desired performance level.
- Get your child a tutor. Your child's teacher may be willing to help them after class or send some extra work home that you two can do together to help. many afterschool programs help with tutoring.
- Encourage your child to set goals for themselves and meet those goals. Help them to achieve success by checking their homework, helping them with assignments, or helping them study.

## TO ALL SECOND GRADE PARENTS

On October 1<sup>st</sup> the second graders at Stones River Middle School will have a picnic at the City Park sponsored by the PTA. Your help is needed for this special activity to be successful and safe.

This large grade of about 350 students will require a minimum of 35 chaperones divided into morning (9:00-noon) and afternoon (12:00-3:00 p.m.) shifts. You might want to stay all day! This isn't just for moms. We need dads, too, especially for the outside activities. Please make every effort to be part of this special event for your student. It is a fun day!

We also need parents to provide part of the lunch. The following items are needed:

cookies  
CANNED drinks and straws  
coolers of ice

Please fill out the bottom of this letter and send it to your child's teacher no later than September fifteenth.

Thank you for your support.

Second Grade Picnic Committee:

Annalee Bosley                      584-2785  
Melissa Workings                    222-2345  
Samuel Hunter                        449-6791

---

Please check the ways you will be able to help. We will contact you with any details.

CHAPERONE: Morning (set-up)\_\_\_\_\_ Afternoon (clean-up)\_\_\_\_\_ All Day  
\_\_\_\_\_

Food Items

Cookies \_\_\_\_\_

CANNED drinks \_\_\_\_\_

Cooler of ice \_\_\_\_\_

Money Contribution for surprise activity (any amount---make checks payable to Stones River Elementary School PTA) \_\_\_\_\_

YOUR NAME \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

YOUR CHILD'S NAME \_\_\_\_\_

YOUR CHILD'S TEACHER \_\_\_\_\_

**Activity (Good/ Bad List):** Have students divide the words into two categories by using a dictionary and class discussion. The two categories are: the good things you want to hear about your child and the bad things you do not want to hear about your child (some of the words could be neutral). Use the list provide below:

respectful	disrespectful	quiet	noisy
studious	disruptive	smart	constructive
good	poor	fast	slow
careful	polite	rude	afraid
leader	well-liked	loner	prompt
late	thorough	talkative	concentrates
shares	takes turns		

**Activity (Online Quiz):** Follow the link below to access a vocabulary quiz related to personalities. Let the students learn expand their vocabulary while taking this multiple choice quiz.

<http://iteslj.org/v/s/ab-adj-personalities.html>

**Activity (The Parent-Teacher Conference):** Explain to your class that Parent-Teacher Conferences are meetings when teachers and parents communicate about a child. Teachers will tell parents about their child's progress in school and about any problems or weaknesses that may be evident. Parents will tell teachers what they know that may add to the teacher's understanding of this child, such as health problems or special interests that the child has. Use the example parent-teacher conference note provided below and go through different vocabulary words and phrases the students may need to know.

STONES RIVER MIDDLE SCHOOL  
 2358 Education Road  
 Murfreesboro, TN 37130

Dear Parents:

Twice each year our school holds parent-teacher conferences to provide the opportunity for those most involved in each child's learning and progress to share information. Our first set of parent-teacher conferences this school year will be November 1-5 and November 8-12.

To facilitate your schedule, we have both afternoon and evening meeting times. Please review the following schedule and indicate your first, second, and third preference for a time to meet with your child's teacher. If you can come at any time in the schedule, please let us know.

Please complete and return the bottom part of this letter to your child's teacher by October 15<sup>th</sup>. If you have questions, you may contact the school office at 222-7590.

Sincerely,  
 Evelyn D. Smith  
 Principal

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Nov 12	4:30	5:00	5:30	6:00	6:30		

My first choice of date and time is \_\_\_\_\_.

My second choice of date and time is \_\_\_\_\_.

My third choice of date and time is \_\_\_\_\_.

I can come any time \_\_\_\_\_.

MY NAME \_\_\_\_\_

MY CHILD'S NAME \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

**Activity (Report Card Review):** Below is an example of a report card up to the midterm period (August- December). Discuss the report card with the students. Review term they may not know such as absence or tardy. Discuss how the grading scale, test, and quizzes work in the U.S. Let them know that if they ever have any concerns with their child's progress, they should feel free to speak with their teacher.

**Report Card****Stones River Elementary School**

	1 <sup>st</sup> six weeks	2 <sup>nd</sup> six weeks	3 <sup>rd</sup> six weeks	Midterm Exam	Midterm Grade
Math	52 F	63 D	59 F	59 F	58 F
Reading	87 B	85 B	90 A	85 B	87 B
Social Studies	80 B	78 C	83 B	79 C	80 B
Spelling	98 A	95 A	97 A	95 A	96 A
PE	S	U	S	S	S
Absences	2	0	1	-	-
Tardy	1	0	0	-	-

Maria Gonzalez

Teacher: C. Stuart

**Teacher Notes:** *Maria is doing well in most of her courses. She needs to work on her math skills. If she wants to stay 15 minutes after school each day I can tutor her. Wonderful child to have in class!*

---

A	90-100
B	80-89
C	70-79
D	60- 69
F	60 or below
S	Satisfactory
U	Unsatisfactory

- *The instructor should discuss with the students the U.S. educational system and how it works.*

	Ages	Grades
Preschool	4 to 6	-
Kindergarten	5 to 6	K
Elementary School	6 to 11	1-5
Middle School	11 to 14	6-8
High School	14 to 18	9-12

The structure of U.S. education includes 12 years of regular schooling, preceded by a year or two of pre-school education, and followed by a four-stage higher education degree system (associate, bachelor's, master's, doctorate) plus various non-degree certificates and diplomas. In addition, there are special education services, adult basic and continuing education, leisure learning programs, and continuing professional education and training programs. Completion of each level or stage is a prerequisite for access to the next, and a variety of assessment and evaluation tools are used to determine learning needs, academic achievement standards, and eligibility to proceed to higher levels of education.

### Homework Directions

- *Instructor should review typical words on homework pages. Write examples on the board to provide visual aids to the students. Some examples are:*

write	circle	fill in the blank	underline
sentences	paragraph	choose	answer
describe	question	complete	match

**Activity (Origami):** Follow the link below and click on “Simple Origami” or “Origami for Kids” to see a variety of different origami techniques. Print out a few of the instructions and provide paper (it can be colorful, but needs to be thin; not construction paper) to the students. Let them get creative making their origami and following the directions. The origami dog and simple yacht look fun, but easy!

**Activity (Instruction Making):** Play a quick game of hangman with the students. Afterward, tell them that you want them to imagine that no one has ever played the game of hangman before and that they are the only people who know how. Divide them into groups or pairs and ask them to write out a set of clear instructions. You be the judge and the group with the simplest and clearest instructions wins. You should write a few words they might need (line, letter, guess, player, team, etc) on the board.

### How to Use a Dictionary

- *The instructor should review with the students how to use a dictionary, where to find a dictionary, and other useful dictionary information such as the information below:*
  - Words in a dictionary are in alphabetical order.
  - In a Spanish/ English dictionary the book is divided in half with one language in the front and the other in the back.
  - There is also other information about words such as their function or part of speech, their pronunciation, as well as origins, or roots, of words.

- Information such as English to metric conversion tables, maps, Presidents of the United States, explanations of common symbols, and most important "How to Use a Dictionary" can be found.
- The words at the top of the page are guide words.
- A dictionary can be found in the reference section of the library.

**Activity (Look up the Word):** Go through the steps below with the students. Have them look up the word while you read out the instructions, then answer any questions they may have.

1. First, figure out what letter your target word starts with. We will look up the word FUTILE.
2. Next, open the dictionary so that it lies flat on the table before you. In the upper corners of the pages, notice the GUIDE WORDS. Find the section dealing with words beginning with the letter of your target word. If you see guide words beginning with the letter E, then move a few pages forward to the F section.
3. Now, consider the second letter of your target word, in this case, U. You must move along until you find guide words beginning with FU. Perhaps you will see "furrow/futtock" in the upper left corner of the left page and "futtock plate/gaberlunzie" in the upper right corner of the right page. Now you know that FUTILE is going to be located on one of these two pages.
4. Scan down the list of entry words moving alphabetically past FURRY and FUSE and FUSS. Since your word begins with FUT, you must go past all the FUR and all the FUS words alphabetically until you reach the FUT area of the page. In our example, you will need to move right down through FUT and FUTHARK and this is at last, where you will find FUTILE.
5. Read the entry word and notice any near neighbors that might be related, such as FUTILITY.
6. Read the information given about this word. Depending on your dictionary, you might find many things.
  - A definition of the word.
  - One or more pronunciations. Look for a pronunciation key near the beginning of the dictionary to help you interpret the written pronunciation.
  - Synonyms and antonyms. You can use these in your writing, or as further clues towards the word's meaning.

- An etymology, derivation, or history of the word. Even if you don't know Latin or Greek, you may find that this information helps you to remember or understand the word.
- Examples or citations of how the word is used. Use these to add context to the meaning of the word.
- Derived terms and inflections (I am, you are).
- Phrases or idioms associated with the word.

**Activity (Online Dictionary Quiz):** Students can go directly to this website to test their knowledge on dictionaries:

<http://library.thinkquest.org/5585/dictionaryquiz.htm>

**Activity (School Life Word Search Puzzle):** Have the students complete the word search. Ask them to look up the words they do not know as they go along.



## School Life

n r e d l o f q c m j n r v  
k f x r p q p n a l r f n k  
s h t a m l e t l o t h d f  
t c h a i r n p c o q t y f  
t w j k h g s g u h l r y k  
e c p z s m c q l c v a m p  
a o e l i j q q a s h g t j  
c m c l l h r b t p o m m n  
h p n n g c x g o g m n b t  
e u e m n m k f r f e h b g  
r t i f e p l l l t w k f n  
z e c c r s k o o b o b q g  
w r s l h d d e s k r n w c  
p l a y g r o u n d k h k t

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art	computer	homework	school
books	desk	math	science
calculator	english	pens	teacher
chair	folder	playground	

- *Instructor should discuss with the students the need for them to write excuse notes when their child misses school due to sickness or other reasons. They may also need to get their child's missed homework assignment from the teacher.*

**Activity (School Phone Call):** The students may occasionally need to call and talk to their child's teacher. Role Play the following scenario which involves a call due to illness. Have one student be the secretary, one student be Ms. Rodriguez, and one student be Miss Lawrence. Ask them to underline words that they do not understand and look them up afterward. You may need to read the script a second time for better comprehension.

*Secretary: Good morning, Stones River Elementary School. May I help you?*

**Mrs. Rodriguez: Yes, this is Ms. Rodriguez, Angélica's mother. I would like to speak with her teacher, Miss Lawrence.**

*Secretary: Yes ma'am, wait one moment.*

*Miss Lawrence: Yes, this is Miss Lawrence.*

**Mrs. Rodriguez: Hi, Miss Lawrence. This is Angélica's mother, Ms. Rodriguez. How are you?**

*Miss Lawrence: I'm fine. I noticed Angélica's not here today.*

**Mrs. Rodriguez: Yes, she is very sick with the flu. Is there any homework or tests that we should know about?**

*Miss Lawrence: Yes, we will be having a test on Wednesday over our States and she needs to do assignment three on page forty-five in her science book.*

**Mrs. Rodriguez: Okay, thank you. I will be by to pick up her book around 3:00pm today.**

*Miss Lawrence: Alright, see you then. Goodbye!*

## Vocabulary

### Class:

la clase **class**  
el escritorio **desk**  
el libro **book**  
el papel **paper**  
la silla **seat**  
la biblioteca **library**  
la casa house; **home**  
el laboratorio **laboratory**  
la residencia estudiantil **dormitory**  
el curso, la materia **course**  
el examen **test; exam**  
la prueba **test; quiz**  
la tarea **homework**

el/la compañero/a de clase **classmate**  
el/la estudiante **student**  
la mochila **backpack**  
el/la profesor(a) **teacher**  
la tarea **homework**  
la cafetería **cafetería**  
el estadio **stadium**  
la librería **bookstore**  
la universidad **university; college**  
la especialización **major**  
el horario **schedule**  
el semestre **semester**

### Courses:

el arte **art**  
las ciencias **sciences**  
la contabilidad **accounting**  
el español **Spanish**  
la geografía **geography**  
las humanidades **humanities**  
las lenguas extranjeras **foreign languages**  
las matemáticas **mathematics**  
el periodismo **journalism**  
la química **chemistry**

la biología **biology**  
la computación **computer science**  
la economía **economics**  
la física **physics**  
la historia **history**  
el inglés **English**  
la literatura **literatura**  
la música **music**  
la psicología **psychology**  
la sociología **sociology**

### Verbs:

comprar **to buy**  
dibujar **to draw**  
estudiar **to study**  
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## Vocabulary Worksheet

Directions: Fill in the blank with the correct word for the box below.

backpack	computer science	teacher	geography
books	desk	student	library



The boy is a \_\_\_\_\_.



I carry my books in my \_\_\_\_\_.



I can check-out books in the \_\_\_\_\_.



She is the \_\_\_\_\_.



In the classroom there are many \_\_\_\_\_.



I learn to type in \_\_\_\_\_ class.



These are my \_\_\_\_\_.



This is \_\_\_\_\_ class.

**TO ALL SECOND GRADE PARENTS**

On October 1<sup>st</sup> the second graders at Stones River Elementary School will have a picnic at the City Park sponsored by the PTA. Your help is needed for this special activity to be successful and safe.

This large grade of about 350 students will require a minimum of 35 chaperones divided into morning (9:00-noon) and afternoon (12:00-3:00 p.m.) shifts. You might want to stay all day! This isn't just for moms. We need dads, too, especially for the outside activities. Please make every effort to be part of this special event for your student. It is a fun day!

We also need parents to provide part of the lunch. The following items are needed:

- cookies
- CANNED drinks and straws
- coolers of ice

Please fill out the bottom of this letter and send it to your child's teacher no later than September fifteenth.

Thank you for your support.

Second Grade Picnic Committee:

Annalee Bosley	584-2785
Melissa Workings	222-2345
Samuel Hunter	449-6791

---

Please check the ways you will be able to help. We will contact you with any details.

CHAPERONE: Morning (set-up)\_\_\_\_\_ Afternoon (clean-up)\_\_\_\_\_ All Day  
\_\_\_\_\_

Food Items

Cookies \_\_\_\_\_  
CANNED drinks \_\_\_\_\_  
Cooler of ice \_\_\_\_\_

Money Contribution for surprise activity (any amount---make checks payable to Stones River Elementary School PTA) \_\_\_\_\_

YOUR NAME \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

YOUR CHILD'S NAME \_\_\_\_\_

YOUR CHILD'S TEACHER \_\_\_\_\_

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 2358 Education Road  
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To facilitate your schedule, we have both afternoon and evening meeting times. Please review the following schedule and indicate your first, second, and third preference for a time to meet with your child's teacher. If you can come at any time in the schedule, please let us know.

Please complete and return the bottom part of this letter to your child's teacher by October 15<sup>th</sup>. If you have questions, you may contact the school office at 222-7590.

Sincerely,  
 Evelyn D. Smith  
 Principal

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I can come any time \_\_\_\_\_.

MY NAME \_\_\_\_\_

MY CHILD'S NAME \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

**Report Card**

**Stones River Elementary School**

**Marie Gonzalez****Teacher: C. Stuart**

	1 <sup>st</sup> six weeks	2 <sup>nd</sup> six weeks	3 <sup>rd</sup> six weeks	Midterm Exam	Midterm Grade
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PE	S	U	S	S	S
Absences	2	0	1	-	-
Tardy	1	0	0	-	-

**Teacher Notes:** *Marie is doing well in most of her courses. She needs to work on her math skills. If she wants to stay 15 minutes after school each day I can tutor her. Wonderful child to have in class!*

---

A	90-100
B	80-89
C	70-79
D	60- 69
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U	Unsatisfactory

## School Life

n r e d l o f q c m j n r v  
k f x r p q p n a l r f n k  
s h t a m l e t l o t h d f  
t c h a i r n p c o q t y f  
t w j k h g s g u h l r y k  
e c p z s m c q l c v a m p  
a o e l i j q q a s h g t j  
c m c l l h r b t p o m m n  
h p n n g c x g o g m n b t  
e u e m n m k f r f e h b g  
r t i f e p l l l t w k f n  
z e c c r s k o o b o b q g  
w r s l h d d e s k r n w c  
p l a y g r o u n d k h k t

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art	computer	homework	school
books	desk	math	science
calculator	english	pens	teacher
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