English as a Second Language

Student Packet
Level 3

Volunteer Literacy Tutoring Program
Portland Community College
2002

This packet is to be used in conjunction with ESL Tutor Packet Level 3
The compilation of these packets would not possible without the knowledge, hard work, dedication, and generosity of those that work in the Adult Basic Skills department at Portland Community College, especially the Volunteer Literacy Program Coordinators and Oregon Literacy, Inc. would like to, specifically thank Kathleen Holloway, Kay Talbot and Karen Sanders of the Volunteer Literacy Tutoring Program at Portland Community College for allowing us to share this packet with tutors everywhere, but especially tutors and organizations that dedicate their time to their community in the state of Oregon.

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

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You may find materials published by Pro Lingua Associates by accessing the Pro Lingua website listed below.

http://www.newreaderspress.com
http://www.prolinguaassociates.com/Pages/about.html
Tips for Learning English

These are things you can do to learn more English:

- Remember that learning English is a slow process - it does not happen quickly.
- Know what you want to learn and why.
- Make learning a habit. Try to learn something every day. STUDY EVERY DAY!
- Choose materials that are interesting.
- Use different materials, you need to practice reading, grammar, writing, speaking and listening.
- Find friends to study and speak with. Learning English together can be fun.
- Grammar by itself does not help you USE the language. You should practice what you are learning by using it for practical things.
- Move your mouth! Understanding something doesn't mean the muscles of your mouth can produce the sounds. Study out loud!
- Be patient with yourself. Remember learning is a process - speaking a language well takes time.
- Communicate! There is nothing like communicating in English and being successful.
- Use the Internet. The Internet is the most exciting, unlimited English resource that anyone could imagine and it is right at your finger tips.

Tips

- Develop a good attitude.
- Remember that learning English is a process.
- Be patient with yourself.
- Practice, practice, practice.
- It's OK to make mistakes! Have fun trying to speak!
- Get help if you need it.
What will I learn with my tutor?

In Tutoring Level 3 you will learn:

**Speaking and Listening**
- to talk about things that are important to you
- to give and follow directions
- to correctly use new grammar structures

**Reading**
- different strategies to help you understand what you read
- to recognize many different types of writing, including charts, graphs, and labels
- to follow written instructions and diagrams

**Writing**
- to write short sentences using new words
- to put several sentences together to write a short paragraph
- to use writing to help you in your everyday life
- to use some new grammar

**Technology**
- the names of different parts of a computer
- to do some simple tasks using the computer
- to respond to telephone answering machines

*If there are other things you want to learn just ask your tutor. Your tutor is there to help you!*
Role play dialogues related to life roles.

Making an appointment

Practice the dialogue

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

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

Linda: Have you seen Dr. Brinker before?

Arturo: Yes I have.

Linda: What seems to be the problem?

Arturo: I have a pain in my back.

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

Arturo: Yes, that works for me.

Linda: Good, we'll see you Friday.

Arturo: Thank you.
Role play dialogues related to life roles.

Making an appointment

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

Linda: Dr. Brinkers's __________, this is Linda. Can I help you?
Arturo: Yes, my name is Arturo Treviño and I need to make an __________.
Linda: Have you seen Dr. Brinker __________?
Arturo: Yes I have.
Linda: What seems to be the __________?
Arturo: I have a __________ in my __________.
Linda: Can you come in on __________ at 3:30?
Arturo: Yes, that works for me.
Linda: Good, we'll __________ you Friday.
Arturo: __________ you.
Role play dialogues related to life roles.

Fill in the blanks with your personal information.

Practice the new dialogue.

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

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

_____ : Have you seen Dr. ________before?

_____ : Yes I have.

_____ : What seems to be the problem?

_____ : I have a pain in my ________.

_____ : Can you come in on _________?

_____ : Yes, that works for me.

_____ : Good, we’ll see you ________.

_____ : Thank you.
Role play dialogues related to life roles.

Making an appointment

Read these examples and create conversations.

A. Make a doctor's appointment
   - Monday
   - early in the morning
   - pain in your leg

B. Make a doctor's appointment
   - for your child
   - next month
   - in the afternoon

C. Make a physical therapy appointment
   - for your grandmother
   - tomorrow
   - neck pain

D. Make an appointment for your car
   - for Saturday
   - at 7:00 am
   - leaking oil

E. Make an appointment to meet your son's teacher
   - for next week
   - after 3pm
   - discuss your son's behavior
FINDING AN APARTMENT

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

unfurnished    bedroom    month    need    apartment    rent

A. I need a two___________ apartment.

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

A. How much is the ____________?

B. It's $875 a ____________.

A. Is it furnished?

B. No. It's ____________.

A. Thank you. I ____________ a furnished apartment.

B. OK. Goodbye.

Questions to ask a partner:

1. What town do you live in?

2. Do you live in a house or in an apartment?

3. Do you have a yard?

4. Do you have a basement?

5. How many bedrooms do you have?

6. Do you have a gas or an electric stove?

7. Do you have a pet?

8. Do you have good neighbors? Are they noisy or quiet?
RIDING THE BUS

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

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

III. Useful Phrases:
   - Excuse me. May I sit down?
   - Excuse me. Please ring the bell
   - Excuse me. Please pull the cord.
   - Excuse me. I want to get off.
A Sick Family

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

My son has a ___________.
He needs to ___________.

My wife has a ___________.
She needs to ___________.

My daughter has a ___________.
She needs to ___________.

And my tooth hurts.
I have a ___________.
Well, you need to ___________.

see a dentist  take aspirin
rest in bed    take cough medicine
911 Conversation

(You dial 911.)

911 Operator:

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

What is the address you’re calling from?

What is the telephone number you’re calling from?

What is your name?

Please tell me the problem.

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

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

You:

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

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________

(You hang up the phone.)
<table>
<thead>
<tr>
<th>Hello. Atlantic Bell. What city please?</th>
<th>I'd like to call Boston.</th>
<th>Yes, who are you calling?</th>
<th>Ana Romero on Garden Avenue.</th>
<th>Thank you. The number is 724-9931.</th>
</tr>
</thead>
<tbody>
<tr>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
<td>⭐</td>
</tr>
<tr>
<td>Hello. Joe's Supermarket. May I help you?</td>
<td>Yes, please. I'd like to know your hours today.</td>
<td>Our hours are 9:00 a.m. to 6:00 p.m.</td>
<td>9:00 to 6:00? OK, thank you.</td>
<td>You're welcome.</td>
</tr>
<tr>
<td>⬇️</td>
<td>⬇️</td>
<td>⬇️</td>
<td>⬇️</td>
<td>⬇️</td>
</tr>
<tr>
<td>Hello?</td>
<td>Hello. I'd like to speak to Sara, please.</td>
<td>I'm sorry. There's no Sara at this number.</td>
<td>Is this 591-1643?</td>
<td>No, it's 591-1653. You have the wrong number.</td>
</tr>
<tr>
<td>⬇️</td>
<td>⬇️</td>
<td>⬇️</td>
<td>⬇️</td>
<td>⬇️</td>
</tr>
</tbody>
</table>
Small Talk

How to Play
Copy and cut out the following cards and scenario.
For repeated use, mount each card on cardstock.
Shuffle and stack the cards face down on the table.
Together read the scenario.
Have your student turn over the top card.
This card indicates the topic of conversation.
Initiate the conversation.
Encourage your student to continue the conversation with you.
When the conversation begins to falter, turn over the next card for a new conversation topic.
Continue for as long as desired or until all the cards have been used.

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

* EXPLAINING AND EXPRESSING OPINIONS

# Small Talk

<table>
<thead>
<tr>
<th>A. Hi. How are you?</th>
<th>B. Fine. How are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Good, but it’s pretty cold out today. I can’t wait for spring.</td>
<td>B. I can’t wait either! I heard it’s going to snow.</td>
</tr>
<tr>
<td>A. Really? How much will we get?</td>
<td>B. The radio said about four inches.</td>
</tr>
<tr>
<td>A. Wow! I’d better get home. See you.</td>
<td>B. Bye!</td>
</tr>
<tr>
<td>A. So, what are your plans for the weekend?</td>
<td>B. We’re going up to the lake. What about you? Are you going anywhere?</td>
</tr>
<tr>
<td>A. No, I have to fix some things around the house.</td>
<td>B. There’s always something to do around the house.</td>
</tr>
<tr>
<td>A. Yeah. But I can’t complain. Last weekend we went to the beach.</td>
<td>B. Well, you can’t have fun all the time!</td>
</tr>
<tr>
<td>A. You’re right. Well, you have fun. Catch a fish for me!</td>
<td>B. I’ll try. See you later.</td>
</tr>
</tbody>
</table>
Reading authentic material and answer comprehension questions about the material

Reading a Report Card

<table>
<thead>
<tr>
<th>Student: Becky Chen</th>
<th>Grade: 7</th>
<th>School Name: Neil Armstrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: Mandy Herrera</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBJECT AREAS**

<table>
<thead>
<tr>
<th></th>
<th>Reporting Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>B</td>
</tr>
<tr>
<td>Language</td>
<td>C</td>
</tr>
<tr>
<td>Spelling</td>
<td>B</td>
</tr>
<tr>
<td>Mathematics</td>
<td>C</td>
</tr>
</tbody>
</table>

**PERSONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th></th>
<th>Reporting Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>E = Excellent</td>
<td>S = Satisfactory</td>
</tr>
<tr>
<td>I - Improvement Needed</td>
<td>U = Unsatisfactory</td>
</tr>
<tr>
<td>Follow directions</td>
<td>I</td>
</tr>
<tr>
<td>Complete assignments/homework</td>
<td>I</td>
</tr>
<tr>
<td>Turns work in on time</td>
<td>I</td>
</tr>
</tbody>
</table>

Read the questions and write the answers.

1. What did Becky make her best grade in?

2. What was Becky’s worst grade?

3. Does Becky do her work on time?

4. Does Becky follow directions well?
Reading authentic material and answer comprehension questions about the material

Portland Community College Schedule

Forest Grove  (Info 503-533-2136. To register, see p. 8.)
RegISTRATION AND TESTING FOR SURVIVAL ENGLISH CLASSES WILL BE HELD AT HILLSBORO AT ST. MATTHEWS SCHOOL ON MONDAY AND THURSDAY, MARCH 18th & 21st AT 6:30PM. ROOM 6 AND ALSO AT PLEASANT MIDDLE SCHOOL, WEDNESDAY, MARCH 14th, 8:30PM, ROOM 14.

Survival English I — Introduction to Basic English for Spanish speakers. No English required. Tuition: $0.
20555 Forest Sr. FB/ENMS A2 6:30-8:30 Th/4:45 Campana
Survival English II — Some English required for this course. Tuition: $0.
20564 Forest Sr. FB/ENMS A3 6:30-8:30 Th/4:45 Alberigue
Preparation for GED in Spanish — For Spanish speaking students. Class prepares you for the GED test in Spanish. Overview and placement information, call 503-693-3337.
Tuition: $320.
20707 Forest Sr. FB/ENMS A3 6:30-8:30 Th/4:45 Campana

Hillsboro  (Info 503-533-2701. To register, see p. 6.)
RegISTRATION AND TESTING FOR SURVIVAL ENGLISH CLASSES WILL BE HELD AT HILLSBORO AT ST. MATTHEWS SCHOOL ON MONDAY AND THURSDAY, MARCH 18th & 21st AT 6:30PM. ROOM 9 AND ALSO AT PLEASANT MIDDLE SCHOOL, WEDNESDAY, MARCH 14th, 8:30PM, ROOM 14.

Survival English I — Introduction to Basic English for Spanish speakers. No English required. Tuition: $0.
20321 Hillsboro DCMNTH 3 7:00-9:00 Th/4:45 Thooh
21698 Hillsboro SM/ENMS 8 7:00-9:00 Th/4:45 Garces
23989 Hillsboro SM/ENMS A4 7:00-9:00 Th/4:45 Ballando
24099 Hillsboro SM/ENMS B 2:00-4:00 Th/4:45 Noodles
Survival English II — Some English required for this course. Tuition: $0.
22256 Hillsboro SM/ENMS B 7:00-9:00 Th/4:45 Noodles
23535 Hillsboro DCMNTH 2 7:00-9:00 Th/4:45 Giona
Survival English III — Further English required for this course. Tuition: $0.
23996 Hillsboro SM/ENMS B 7:00-9:00 Th/4:45 Noodles
Preparation for GED in Spanish — For Spanish speaking students. Class prepares you for the GED test in Spanish. Overview and placement information, call 503-693-3337.
Tuition: $320.
24615 Hillsboro DCMNTH 1 7:00-9:00 Th/4:45 Thooh
21463 Hillsboro SM/ENMS B 7:00-9:00 Th/4:45 Noodles
INEA — Spanish Literacy — Learn to read and write basic Spanish. Testing certificates available in elementary education. No class 5/27. Tuition: $0.
23995 Hillsboro SM/ENMS B 7:00-9:00 Th/4:45 Noodles
Family Literacy — This class is designed to increase the communication skills of non-English speaking families. No class 5/27. Tuition: $0.
23312 Hillsboro SM/ENMS A 7:00-9:00 Th/4:45 Noodles

Read the questions and write the answers.

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

   Monday and Thursday

2. Who is the teacher for INEA?

   Thooh

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

   6:30-8:30

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

   Yes
The Best Classes for You

A. Look at the class schedule.

<table>
<thead>
<tr>
<th>Oakton Community College</th>
<th>Summer Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Continuing Education—English as a Second Language</strong></td>
<td><strong>ESL 011 Conversational English</strong></td>
</tr>
<tr>
<td><strong>ESL 012 Conversational English</strong> For adults who can speak and understand basic conversations. Learn to listen and speak in many different situations. Learn more about life in the United States. Cost: $70. Oakton Community College, Room 2170. Mon. &amp; Wed., 2:00–4:30 p.m. 6 1/2 weeks — Starts Wed., 6/9.</td>
<td><strong>ESL 200 Practical Reading and Writing</strong> For second-level ESL learners. Learn to read forms, magazines, and newspapers. Learn to write letters and fill in applications and forms. Cost: $45. Niles North High School, Room 310. Wed., 7:00–9:30 p.m. 7 weeks — Starts Wed., 6/9.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learners</th>
<th>Best Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Juan has just arrived in the United States. He knows only a little English. He wants to become a U.S. citizen.</td>
<td></td>
</tr>
<tr>
<td>2. Lia has been in the United States for six months. She knows no English. She wants to become a U.S. citizen.</td>
<td></td>
</tr>
<tr>
<td>3. Mark is visiting from Poland. He knows no English. He wants to learn some English before returning home.</td>
<td></td>
</tr>
<tr>
<td>4. Teresa is a U.S. citizen from Puerto Rico. She knows some English. She wants to learn English well and get a job.</td>
<td></td>
</tr>
</tbody>
</table>
## SPECIAL EVENTS THIS WEEKEND

**Captain Goodfellow**
Do your kids enjoy interesting stories, funny games, and exciting dances? Captain Goodfellow will be ready to teach all these things to kids of all ages at the City Theater on Saturday morning at 10:00. Free.

**International Picnic**
Are you tired of eating the same food every day? Come to Central Park on Sunday and enjoy food from all over the world. Delicious and not expensive. Noon to 5:00 P.M.

**Walking Tour of the Town**
Forget your worries on Saturday morning. Take a beautiful walk and learn about local history. Meet at the front entrance of City Hall at 9:30. Wear comfortable shoes!

**Take Me Out to the Ballgame**
It's October, and tonight is your last chance to see the Redbirds this year. Get your tickets at the gate. It might be cold...don't forget sweaters and jackets.

**Films at the Museum**
Two classical European films will be shown Saturday afternoon at the Museum Theater. See *Broken Window* at 1:30. *The Workers* will be at 3:45. For further information, call 498-7898.

**Do You Want to Hear "The Zoo"?**
"The Zoo," a popular rock group from Australia, will give their first U.S. concert tomorrow night at 8 at Ross Hall, City College.

---

I. TRUE or FALSE? Write T if the sentence is true (correct) and F if the sentence is false (wrong).

1. The International Picnic starts at 12:00 P.M.
   - T

2. "The Zoo" is an American rock group.
   - T

3. You don't have to pay to see Captain Goodfellow.
   - T

4. The film *Broken Window* is from Japan.
   - F

5. It's summer.
   - T

II. DID YOU UNDERSTAND? Put a circle around the letter of the best answer.

1. You can probably eat Chinese, Italian, and Korean food
   a. at the front entrance of City Hall.
   b. at the ballgame.
   c. at Central Park on Sunday.

2. You can see movies at
   a. the City College.
   b. the museum.
   c. the City Theater.

3. If you are going on the Walking Tour, don't forget
   a. your worries.
   b. your local history.
   c. your comfortable shoes.

4. The Redbirds' ballgame is
   a. in the afternoon.
   b. outside.
   c. at the gate.
Reading authentic material and answering comprehension questions

**Reading a Prescription**

<table>
<thead>
<tr>
<th>Haggens</th>
<th>18000 NW Evergreen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pkwy</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Pharmacy</td>
<td>Beaverton, OR 97006</td>
</tr>
<tr>
<td>(503) 614-3450</td>
<td></td>
</tr>
</tbody>
</table>

**RX. 163**          **Dr. Williamson, Patrick**

**LOPEZ, MARIA DE JESUS, 04-22-2001**
**TAKE ONE TABLET ORALLY TWICE DAILY -- MAY CAUSE DROWSINESS**

<table>
<thead>
<tr>
<th>FLUMADINE</th>
<th>100MG</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFOR #10</td>
<td></td>
</tr>
</tbody>
</table>

**Refills: NO REFILLS**                  **Expires: 04/22/2003**

---

**Read the questions and write the answers.**

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

2. How many refills does Maria get?

3. Does this medication have side affects?

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

This drug is a

How much do you take in one day?

How many days do you take it?

Do not

This drug is a

How much do you take in one day?

What is the medicine for?

Do not
How Often Do I Take This.

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

<table>
<thead>
<tr>
<th>Form of Medicine</th>
<th>How Much/Many at One Time</th>
<th>How Many Times a Day</th>
<th>How Much in One Day</th>
<th>Special Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Warning Labels**

**WARNING**—This toy contains small parts. Do not use with children ages 3 and under.

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

**DANGER! FLAMMABLE!** Toxic ingredients. Keep away from fire and do not puncture.
SAVE-ALL SUPERMARKET
WELCOME TO SAVE-ALL

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

1.25 LB @ 1 LB/$.99
GR PEPPERS 1.24
ICE LETTUCE 2 HD __________
EMP APPLES 3 LB BAG 1.49
WHT BLEACH .89T
2 LB @ 1 LB/______
CHICKEN 7.98
BR RICE
__________
SKIM MILK 1/2 GAL 1.09
.50 LB @ 1 LB/ $2.69
GRD BEEF __________
ONIONS 3 LB BAG 1.19
BAGELS __________
BROCCOLI 2 BUNCH 1.58
1 @ 2/ 1.89
CLEAN-UP PAP TOWEL .95T

SUBTOTAL ________
TAX .59
TOTAL ________
CASH TEND 35.00
CHANGE ________

SAVE-ALL SUPERMARKET
Green Peppers from Florida 99¢/lb.

Iceberg Lettuce ....... 99¢/head
Yellow Onions ........ $1.19/3-lb. bag
Empire Apples ........ 3-lb. bag only $1.49
Bagels ...................... $1.69/pkg.

Skim Milk
$1.09 1/2 gallon

Home-Cooked Chicken
$3.99/lb.

Fluffy Diapers
Econo-Box ..... $9.99
Lean Ground Beef ..... $2.69/lb.

Clean-Up Paper Towels
2 rolls for $1.89

Long-Grain Brown Rice
1.39/2-lb. bag

Whito Bleach
89¢ 1/2 gal. bottle

Broccoli
79¢/bunch
PORTLAND MAP

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

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

Activities

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

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

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

1. Freeway number __________
2. Freeway number __________

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

Which island is the most north? ______________________________

Which island is not a true island? ______________________________

Which island is near the University of Portland? ______________________________

D. Downtown Portland has many parks.

Where are the North Park blocks?
Where is Waterfront Park?
Write simple notes in real life contexts.

**Vocabulary**
considerate – thoughtful
disturb – bother
note – a short letter
pick up – get
remind – tell someone to remember

**Why write a note**
At times, it is more considerate to leave a note for someone than to disturb them. For example, you could leave someone a note if you want to remind a person:
- of an appointment you have together
- that you won’t be home for dinner
- to pick up your mail

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

---

**Reasons to leave a note**
Write simple notes in real life contexts.

Examples of short notes

**May 5, 2003**

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

Bryan

**Sept. 8, 2002**

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

Jacki

**January 4, 2002**

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

Mom

- Discuss with your tutor the reason each note was written.
Write simple notes in real life contexts.

Writing more formal notes and messages.

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

Vocabulary
Discuss the meaning of each word briefly.

**Parts of a note**
- date
- greeting
- note
- closing

**Extra vocabulary**
- indentation
- margin (top, bottom, right, left)

---

**top margin**

---

**greeting**

---

**left margin**

Dear Mr. Garcia,

Please excuse my daughter, Connie Smith, at 1:45 P.M. today. We have an appointment with Dr. Anne Ashe at 2 P.M. It was the only appointment we could get. Thank you.

**closing**

---

Sincerely,

Mrs. Jane Smith

**bottom margin**

---

January 11, 2002
Write simple notes in real life contexts.

Writing more formal notes and messages (continued).

March 12, 2001

Dear Marco,
I'm sorry I was so rude yesterday. I was nervous because of the big math test. When you asked to borrow my homework, I really got angry because I worked so hard on it. Please call me later.

Your friend,

Minnie

Review

- Match the following words with their definition

margin: a word or phrase used to end a letter

greeting: a short letter

note: the greeting in a letter, usually beginning with Dear

indentation: the space that is left empty on the paper

closing: the spaces before the first word of the note
Write simple notes in real life contexts.

Procedure for Writing a Note

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

Practice A

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

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

1. Did you remember to tell your brother your friend's name?

2. Did you leave your friend's address and phone number?

3. Did you write the time you want to be picked up in the note?

Practice B

- Write a note for someone.

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

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

Write a thank-you note to Kim. Include:
- the date when you will return
- the airline name
- the flight number
- the arrival time
- where you will meet her

Dear Kim,

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

1. What's your name?

2. Where are you from?

3. How long have you lived in Oregon?

4. When did you leave your country?

5. What year did you arrive in Oregon?

6. Did you work in your country?

7. What job did you do in your country?

8. Are you working now? What do you do?

9. Are you married?

10. Do you have any children? How many? When were they born?

11. How many years did you go to school in your country?

12. How long have you been studying English?

13. Is there anything else you would like to talk about?
Anna's Story

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

Complete Anna's timeline.

1993  She ________________________________.

1994  She ________________________________.

1989  Her husband ________________________.

1984  She ________________________________.

1981  Anna ________________________________.

1961  Anna ________________________________.
Write about Yourself

_____________ Story

I was born in _____________ in _________________.
I got married in _______________. I had my first child in _________.
I came to the U.S. in _______________. I started school in _________.

Complete your own timeline,

Date                      What happened?

______                      

______                      

______                      

______                      

______                      I was born.
My Experience

My name is _______________________. I'm from _______________________

I lived in _________________________ for _________________ years.

In __________ I left my country. I went to _________________________

I came here to _________________________, in ________________

In my native country, I was a _______________________. In the United States,
I'm a/an _______________________. I like to work _______________________

________________________________. I can _______________________

________________________________

In __________ years I'd like to be _______________________

________________________________
Paragraphs

- Write down six things you did this morning
  
  *Some examples:*
  
got up
ate breakfast
drank coffee

**List**

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

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

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

**Sentences**

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

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

  *Example:*

  **My Morning**

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

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

Model Paragraph #1:

About Me

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

Model Paragraph #2:

About Me

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

Your Paragraph:
Numbers Numbers Numbers

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

A. 503-555-1212 - information

B. 911 - emergency / police and fire number

C. 92111 - zip code

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

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

F. 0 - operator

G. 239-76-0456 - social security number

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

- Are there other important numbers that you need to know? List them below.
Yes or No

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

Have you ________________________________?

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

- Leave a message on a telephone answering machine.

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

A.

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

BEEP.

B.
# News, Sports & TV

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Call 503-291-6030 Enter a 4-digit extension Press 9 for Recorded Instructions Press # to Skip Message FREE 34 Hours a Day 7 Days a Week Toll charges apply in some areas © 2001 QwestDex
Time & Weather

1234 Current Local Time & Temperature

Weather

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1. Parts of a Computer

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

CPU (Central Processing Unit) –
The CPU is the part that contains the “motherboard” which holds the computer chips that are used to process your commands.

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

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

Mouse –
A mouse is another input device for giving the computer instructions. It lets you select and move items on your screen.
2. How to Use the Mouse

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

2) Using the Mouse –
Click, double click, and drag and drop are some terms for mouse usage.

The Mouse Pointer:

*Click* – press and release the left mouse button once.

*Double click* – quickly press and release the left mouse button twice. Make sure the mouse does not move while you double click.

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

A computer system consists of the hardware and software.

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

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

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

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

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

Examples: WordPerfect, Excel, Access, Games

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

Floppy disk  CD-ROM

Complete Worksheet #1 - A Few of the Basics!
Label The Parts Of The Computer System

1. 

2. 

3. 

4. 

5. 

6. 

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

A. Keyboard ________________ Hand-held device that controls the pointer on the screen
B. Monitor __________________ Contains the disk drives; Stores the processor
C. Floppy Disk Drive ___________ Looks like a typewriter; Allows you to relay information to the computer
D. Mouse _____________________ Slot in the system unit that accepts a 3 ½" disk
E. CD-ROM Drive ______________ Shows you what you are doing with the keyboard or the mouse
F. System Unit ________________ Tray in the system unit that opens to accept a CD

Checkpoint #1 - Hardware Diagram
Getting Started...

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

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

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

Complete Checkpoint #3 — Getting Started
Introduction to a Mouse

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

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

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

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

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

West Virginia Adult Basic Education - August, 2001
Click? Double-Click? Right-Click?
What does it all mean??

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

Match the following terms with their definitions.

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

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

Checkpoint #4 – Mouse Action
A Few of the Basics!

Match the terms and the definitions.

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

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

Worksheet #1 – A Few of the Basics!