

BOOK I

English for Adult Competency

Autumn Keltner/
Leann Howard/
Frances Lee

ENGLISH FOR ADULT COMPETENCY BOOK ONE

**SAN DIEGO
COMMUNITY COLLEGE DISTRICT**

**Autumn Keltner, Leann Howard, Frances Lee
with
Virginia Kellner, Anne Walker, Jeanine Eberhardt, Caroline Hamlin**

Illustrations by Mark Neyndorff

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging in Publication Data

KELTNER, AUTUMN.

English for adult competency.

Vol. 2 by A. Keltner and G. Bitterlin.

1. English Language—Text-books for foreigners.

I. Howard, Leann, joint author. II. Lee, Frances, 1927— joint author. III. Bitterlin, Gretchen, joint author. IV. San Diego Community College District. V. Title.

PE1128.K423 1981 428.2'4 80-16851

ISBN 0-13-279745-3 (v. 1)

© 1981 by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

*All rights reserved. No part of this book
may be reproduced in any form or
by any means without permission in writing
from the publisher.*

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Editorial/production supervision by Diane Lange
Interior design by Emily Dobson
Cover design by 20/20 Services, Inc.
Manufacturing buyer: Harry P. Baisley

PRENTICE-HALL INTERNATIONAL, INC., *London*
PRENTICE-HALL OF AUSTRALIA PTY. LIMITED, *Sydney*
PRENTICE-HALL OF CANADA, LTD., *Toronto*
PRENTICE-HALL OF INDIA PRIVATE LIMITED, *New Delhi*
PRENTICE-HALL OF JAPAN, INC., *Tokyo*
PRENTICE-HALL OF SOUTHEAST ASIA PTE. LTD., *Singapore*
WHITEHALL BOOKS LIMITED, WELLINGTON, *New Zealand*

**ENGLISH
FOR ADULT
COMPETENCY**
BOOK ONE

Foreword

English for Adult Competency, Books 1 and 2 are a basic guide for teachers whose adult students need to learn the oral language patterns and vocabulary required in real-life situations. They provide classroom teachers with effective materials that are relevant to the immediate needs of limited- or non-English speaking adults.

Book 1 is aimed primarily at developing the listening and speaking skills of adults who have had little or no previous instruction in English, so that they may communicate effectively in the following content areas:

- I. Identification and Communication
- II. Food and Money
- III. Health Care
- IV. Transportation
- V. Housing
- VI. Clothing and Fabrics
- VII. Looking for a Job
- VIII. Banking and Postal Services
- IX. Community Resources

The units are situation-oriented, non-sequential, and minimally structured. They should not be considered solely as grammar lessons. Their primary purpose is to develop immediately useable oral communication skills. The material takes the students beyond the level of merely knowing *about* the new language, beyond the ability to repeat memorized dialogues and beyond mechanical substitutions of one word or structure item for another.

Both books contain competency objectives, structure focus, pre-post assessments, dialogues, structure and vocabulary practice, visuals and supplemental activities. Book 1 also has reading exercises.

The competency objectives, stated in performance terms, indicate functional competencies that the student will have achieved upon the successful completion of each unit. They are keyed to the goals and objectives of the Adult Performance Level (APL—University of Texas at Austin) project as revised by the American College Testing Program.

It is the task of the teacher to determine which units are most needed and to provide sufficient practice, reinforcement, and opportunities for the students to communicate meaningfully (become competent) in the situations which they will encounter in their daily lives.

Teaching Guidelines

It is strongly recommended that the teacher read through and study each unit carefully before presenting it to the class. The teacher will then have a clear idea of the unit objectives, how to integrate the visuals, and where to incorporate the supplemental activities.

Pre-Post Assessments The pre-post assessments determine the level of mastery before and after each unit has been presented. In Book 1 many of the assessment tasks are keyed to visuals. Most of the student responses will be oral because the reading and writing skills of beginning ESL students are usually limited. The assessment may be done on an individual basis if time and staffing permit. Otherwise the activity may be given to the group as a whole or to small groups or pairs of students. The teacher circulates to determine the correctness of the responses. If competency is demonstrated in certain areas, those topics need not be covered.

Dialogues The dialogues represent simulated real-life situations in which the students communicate a need or response. The dialogues introduce these situations through structures containing the basic elements of the language.

The dialogues are modeled by the teacher (books are closed). Students should hear the complete dialogue two or three times. The teacher presents the situation using pictures, gestures, pantomime, or whatever is necessary to get the meaning across. If an aide is available, teacher and aide may each take a part.

After this demonstration the students repeat each section after the teacher. Next the teacher divides the class in half. One half assumes one role, the second half, the other. The roles can then be reversed. Finally, individual students may act out the dialogue. Only now should the students open their books to read the dialogue.

Practices A series of practice exercises usually follows each dialogue. They are directly related to the context of the dialogue and serve as reinforcement for the basic vocabulary, structure, and context for each unit.

Two basic types of practices are used. The *repetition* practice focuses the student's attention on the pattern to be learned and is usually short enough to be repeated easily. The teacher signals for the students to listen and models the pattern several times with normal intonation and at normal speed. The teacher then signals for the whole group (half groups, rows, individuals) to repeat several times.

The substitution practices provide additional reinforcement of the structure or vocabulary presented in the repetitions. Students focus on substituting one word in the model sentence (noun replaced by another noun, verb by another verb, adjective by another adjective). At first a substitution drill is cued with spoken words. Later, concrete objects, pictures, or written words may be used to cue the substitution.

Example: Teacher: What's your zip code?
Students: What's your zip code?
Teacher: What's your zip code? (his)
Students: What's his zip code?
Teacher: What's his zip code? (her)
Students: What's her zip code?
Teacher: What's her zip code?

It is extremely important and necessary for the teacher to *repeat* the correct response after the students have said it. This provides the positive reinforcement needed for mastery.

Reading Exercises These exercises review the information presented in each unit and assess reading comprehension. In these individual activities the students read and answer questions either orally or in writing. The teacher then asks the last group of questions which are related to the students' own lives. Students may be paired to elicit the information from each other. If some students are unable to read, the teacher or aide can work with them individually or as a group while the rest of the class works independently.

Using the Visuals An integral part of each unit is formed by the visuals used with each dialogue and the "whole page visuals". These adult-oriented visuals add realism and relevance when used in 1) setting the scene for the situations in the dialogues, 2) developing the topics for each unit, 3) relating the activities to adult students' own experiences, and 4) evaluating student mastery of structure, content, vocabulary, and concepts. Suggested activities for using each visual are provided.

Supplemental Activities Suggested supplemental activities for providing additional practice and reinforcement of the vocabulary and concepts are included in each unit. These activities include games, paired activities, questions and responses, and role-playing. In many instances role-playing has been suggested as an activity or an evaluative tool. In this activity the teacher assigns roles to individual students, who then act out a designated situation. In a role-play the student can play himself in a simulated situation or take a fictitious part. Students usually feel more free to express themselves when they are being someone else. Role-play differs from simply acting out a dialogue, as it requires students to improvise using vocabulary, structures, concepts, and cultural information previously presented and practiced.

The teacher sets the scene for the role-playing by explaining the situation and describing the task to be accomplished. After useful vocabulary and expressions and general background information have been discussed, roles are assigned. Students are then given time to practice before the improvisation is presented. When using role-play as an evaluative tool the teacher should only describe the task and assign the roles.

The primary goal of role-playing is to provide an opportunity for students to use English for real communication.

Contents

Foreword

1 Identification and Communication

Competency Objectives 1

Pre-Post Assessment 2

Dialogue 1 How Are You? 3 *Dialogue 2* I'm Happy to Meet You 3

Dialogue 3 What's Your Name? 4 *Dialogue 4* Where Are You From? 5

Dialogue 5 Your Job 6 *Dialogue 6* How Do You Feel? 9

Dialogue 7 Your Family 11 *Dialogue 8* Are You Married? 12

Dialogue 9 How Old Are Your Children? 13

Dialogue 10 What Time Is It? 15

Dialogue 11 When Do You Go To School? 16

Dialogue 12 Why Isn't She At School? 16 *Dialogue 13* What's The Date? 19

Dialogue 14 Hello, It's For You 20 *Dialogue 15* Is Sue There? 20

Reading Exercise—Identification 22

Using the Visuals 23

Supplemental Activities 24

2 Food and Money

Competency Objectives 25

Pre-Post Assessment 26

Dialogue 1 Let's Go To The Store 27 *Dialogue 2* A Convenient Store 28

Dialogue 3 What Do We Need? 28 *Dialogue 4* Where's The Milk? 32

Dialogue 5 Buying Fish 32 *Dialogue 6* We Need Bread 33

Dialogue 7 Not Enough Milk 33 *Dialogue 8* Making Change 39

Dialogue 9 Eating Out 40 *Dialogue 10* At The Restaurant 40

Dialogue 11 Tipping 41

Reading Exercise—Shopping for Food 44

Reading Exercise—Eating Out 45

Using the Visuals 47

Supplemental Activities 48

3 Health Care

Competency Objectives 49

Pre-Post Assessment 50

Dialogue 1 What's The Matter? 51 *Dialogue 2* How Do You Feel? 52

Dialogue 3 Where Were You Yesterday? 52 *Dialogue 4*

I Have An Appointment 55 *Dialogue 5* Calling The Doctor 55

Dialogue 6 Making An Appointment 56 *Dialogue 7* Seeing The

Dentist 59 *Dialogue 8* The Drugstore 60 *Dialogue 9* Cough

Medicine 60 *Dialogue 10* Emergency! 63 *Dialogue 11* Police

Ambulance 63

Reading Exercise—Health Care 65

Using the Visuals 66

Supplemental Activities 66

4 Transportation

Competency Objectives 67

Pre-Post Assessment 68

Dialogue 1 I Walk To School 69 *Dialogue 2* Cross At The Crosswalk 70

Dialogue 3 Taking The Bus 71 *Dialogue 4* Bus Schedules 71

Dialogue 5 Transfer, Please 72 *Dialogue 6* Calling A Taxi 73

Dialogue 7 Using A Taxi 73 *Dialogue 8* Fill It Up! 74

Dialogue 9 Packing A Suitcase 78 *Dialogue 10* I'd Like Two Tickets 78

Dialogue 11 Checking The Bags 79

Reading Exercises—Transportation 80, 81

Using the Visuals 82

Supplemental Activities 82

5 Housing

Competency Objectives 83

Pre-Post Assessment 84

Dialogue 1 Reading The Ads 85 *Dialogue 2* A Cleaning Deposit 85

Dialogue 3 What's A Studio Apartment? 86 *Dialogue 4* No Pets 90

Dialogue 5 Trash Day 90 *Dialogue 6* Quiet! 91

Dialogue 7 An Old Couch 93 *Dialogue 8* Call A Plumber 93

Dialogue 9 Choose A Color 97

Reading Exercise—Housing 100

Using the Visuals 101

Supplemental Activities 102

6 Clothing and Fabrics

Competency Objectives 103
Pre-Post Assessment 104

Dialogue 1 New Clothes for School 105 *Dialogue 2* It's Too Tight 106
Dialogue 3 An Exchange 106 *Dialogue 4* A Good Buy 107
Dialogue 5 Cash Or Charge? 108 *Dialogue 6* Two Identifications 108
Dialogue 7 Buying Fabrics 111 *Dialogue 8* Reading Labels 115

Reading Exercise—Shopping for Clothes 117
Reading Exercise—Washing Clothes 118
Using the Visuals 119
Supplemental Activities 120

7 Looking for a Job

Competency Objectives 121
Pre-Post Assessment 122

Dialogue 1 The Want Ads 123 *Dialogue 2* Reading The Want Ads 124
Dialogue 3 A Part-Time Job 124 *Dialogue 4* Vocational Training 126
Dialogue 5 I'm Looking For A Job 127 *Dialogue 6* A Good Impression 127
Dialogue 7 Making An Appointment 130
Dialogue 8 A Job Interview 131 *Dialogue 9* A Follow-Up Call 133
Dialogue 10 My First Paycheck 134

Reading Exercise—Looking for a Job 136
Using the Visuals 138
Supplemental Activities 138

8 Banking and Postal Services

Competency Objectives 139
Pre-Post Assessment 140

Dialogue 1 Checking Or Savings? 141 *Dialogue 2* Opening A Checking
Account 142 *Dialogue 3* Buying A Money Order 145 *Dialogue 4*
Cashing A Money Order 145 *Dialogue 5* Let's Go To The Post Office 146
Dialogue 6 Sending Important Mail 147

Reading Exercise—Banking 151
Reading Exercise—Post Office 152
Using the Visuals 153
Supplemental Activities 153

9 Community Resources

Competency Objectives 155

Pre-Post Assessment 156

Dialogue 1 Getting A Library Card 157 *Dialogue 2* A Day In The Park 159

Dialogue 3 In The Snow 160 *Dialogue 4* Sightseeing 162

Dialogue 5 Camping 163 *Dialogue 6* Day Care Centers 165

Dialogue 7 Public Health Services 166 *Dialogue 8* Legal Aid 167

Dialogue 9 How Do I Get To? 168

Reading Exercise—Community Resources 170

Reading Exercise—Recreation 171

Using the Visuals 173

Supplemental Activities 174

Identification and Communication

COMPETENCY OBJECTIVES

On completion of this unit the students will show orally, in writing, or through demonstration that they are able to use the language needed to function in the following situations.

A. PERSONAL INFORMATION AND INTRODUCTIONS

1. Give, upon request, self-identification and personal information, including: name, address, telephone number, place of birth, age, Social Security number, nationality, education, marital status, and occupation.
2. Fill out simple forms.
3. Give and respond to simple greetings.
4. Make and respond to simple introductions.

B. STATES OF BEING/FEELINGS

Express feelings and states of being.

C. FAMILY RELATIONSHIPS

Identify members of immediate and extended family.

D. TELLING TIME

1. Tell time in minutes and hours.
2. Identify periods of time in days, months, and years.

E. TELEPHONE COMMUNICATION

1. Dial given numbers.
2. Answer incoming calls.
3. Take simple messages.

Pre-Post Assessment

A. PERSONAL INFORMATION AND INTRODUCTIONS

Evaluation is made by assessing the students' competence in both asking and responding to questions. This procedure can be accomplished by (a) having students work in pairs, with teacher and aide (if available) circulating and assessing, or (b) having teacher and/or aide make individual assessments.

1. Looking at the Personal Information visual, have the students answer these questions:
 - a. What's your name?
 - b. What's your address?
 - c. What's your zip code?
 - d. What's your telephone number?
 - e. What's your Social Security number?
 - f. What's your name?
 - g. Where are you from?
 - h. What's your date of birth?
 - i. When were you born?
 - j. Are you married?
 - k. Are you single?
 - l. What's your occupation?
2. Using the forms on page 8, have the students fill in the blanks.
3. Have the students role-play the following situations, in which two students meet:
 - a. They exchange greetings.
 - b. One student from each pair introduces his/her friend to the others.

B. STATES OF BEING/FEELINGS

Have the students look at the States of Being/Feelings visual, and tell about each picture. (*Example: She is busy. I am hungry.*)

C. FAMILY RELATIONSHIPS

Using the Family visual, have the students name the members of the family. (*Example: She is the mother. He is the grandfather.*)

D. TELLING TIME

1. Using a cardboard or plastic clock, have the students tell time in hour, half-hour, minutes.
2. Using a large calendar or transparency, have the students tell the day, month, and year.

E. TELEPHONE COMMUNICATION

Using plastic telephones or the tele-trainer from the telephone company, have the students role-play the following situations:

1. Dial a given number.
2. One caller gives a simple message; the other student takes the message.



How Are You?

- A. Hello. How are you?
- B. Fine, thank you. And you?
- A. Just fine, thanks.



PRACTICE

Hello. How are you?
Good morning.
Good afternoon.
Good evening.

Fine, thank you.
Just fine,
Very well,

I'm Happy To Meet You.

- A. Bill, this is Tom.
- B. I'm happy to meet you, Tom.
- A. Thank you. The same to you.



PRACTICE

Bill, this is Tom.
my wife.
my husband.
my teacher.

I'm happy to meet you.
glad
pleased

What's Your Name?

- A. Hello. This is your school registration card.
What's your name?
B. My name is Joe Brown.
A. What's your address?
B. My address is 1632 Broadway Street.
A. What's your zip code?
B. It's 92102.



PRACTICE

What's your name?

first name?
last name?
family name?
middle name?

What's your address?

telephone number?
Social Security number?

What's your zip code?

their
his/her

- | | |
|-----------|-----------|
| 1 — one | 6 — six |
| 2 — two | 7 — seven |
| 3 — three | 8 — eight |
| 4 — four | 9 — nine |
| 5 — five | 10 — ten |

Miss Helen Park
734 Oak Street
Austin, Texas 78768

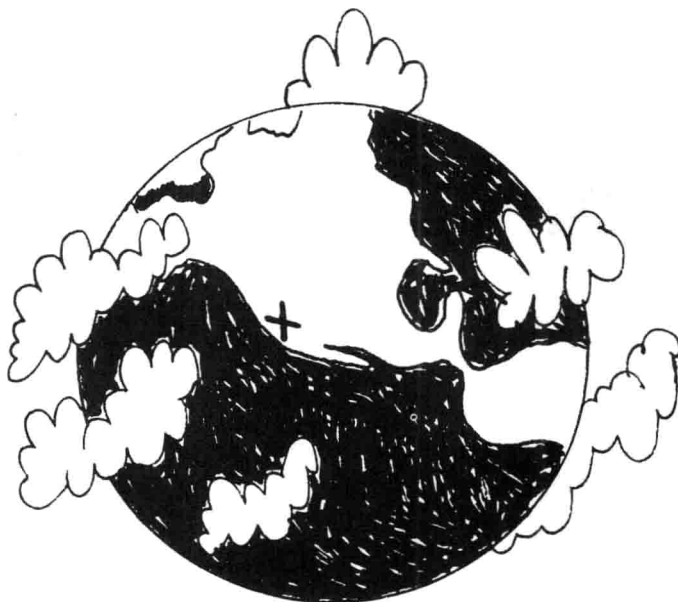
Mr. Joe Brown
1130 Olympia Way
San Francisco, CA
94131

Mrs. Mary King
195 Congress Street
Brooklyn, NY
11201

Mr. and Mrs. T. J. Lim
613 West Avenue
Los Angeles, CA
11365

Where Are You From?

- A. I'm from Japan.
Where are you from?
- B. I'm from Mexico.
- A. Is your wife from Mexico, too?
- B. No, she's from Cuba.



PRACTICE

I am from Mexico.
You are
He/She/It is

I'm from Japan.
You're Mexico.
He's California.
She's Florida.
They're Iran.

You are from Mexico.
He/She/it is
You are
We are
They are

Is your wife from Mexico, too?
husband
teacher

Where were you born?
Where are you from?
What is your birthplace?

We are from Mexico.
You are
They are

Are you from Mexico?
Is he/she/it
Are we
Are you
Are they

Your Job

- A. What is your occupation?
B. What?
A. What is your job?
B. What?
A. What do you *do*?
B. Oh, I go to school. I'm a student.



PRACTICE

What is your occupation?
job?
work?

What kind of job do you have?
work do?

I'm a student.
housewife.
mechanic.

I'm unemployed.
retired.
out of work.

I go to school.
You go
He/She/It goes

We go to school.
You go
They go

