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### **Level: Beginning Low**

**Objective:** Students will be able to conduct basic transactions at various community agencies, including the school, doctor's office, library, and bank.

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# Lesson 1

## Reporting you child's absence from school

**Level:** Beginning Low

### Lesson Objective

At the conclusion of the lesson the students will be able to excuse their child's absence from school using the telephone.

### Materials needed

1. School Location Picture (1a) \* **Note: Throughout this unit, at the start of each lesson students will be shown a location picture card. It's important that students understand which task is to be undertaken at which place, as these cards will be used by the assessor at the end of the unit when students are given a performance assessment.**
2. Class set Word Bank Definitions Sheet (1b).
3. Two pictures of kids, elementary age, one of each sex. Pictures provided are labeled as follows: Manuel (1c) and Jing-Mei (1e).
4. Overhead of Reporting an Absence Set Dialogue (1d).
5. Overhead and class set of Reporting an Absence Skeleton Dialogue (1f).
6. Class set of Reporting an Absence Dialogue, Individual Practice (1g).
7. EL Civics Resource CD, Dialogues 1-2, tracks 1-2.
8. Optional: Overhead and class set of both Reporting an Absence in Middle or High School Dialogue (1h) and Skeleton Dialogue (1i).
9. EL Civics Unit Tracking Sheet.

### Language Skills Focus

Vocabulary, listening, and speaking.

### Teaching Strategies Used

Whole group instruction and pair work.

### Warm-Up/ Review

1. Use this time to review something that students have already covered, such as birth months, birth dates or years, first names, last names, etc.
2. Have students put themselves in order according to your chosen topic of review. For example, if you choose last names, have students put themselves in alphabetical order according to last name. If you choose birth years, have students put themselves in order according to what year they were born.
3. Once they have completed this task, go down the line and have students say their last name (or birth year or birth month or whatever topic chosen) to check for accuracy.

### Introduction

1. Have students show by raising their hands which of them have a job now. Then ask for students to raise their hands if they have had a job before, last year, ten years ago, etc. (The idea is to get most of them to raise their hands so they can “relate” to the next part of the introduction).
2. Ask them, “When do you go to work? Monday? Tuesday? Sunday?” Field student responses. Then ask, “Do you go to work when you are sick? What do you do when you cannot go to work?” Responses may vary, but you are looking for an answer that has to do with calling their boss and telling him/her that they are sick.
3. Then ask, “What about young children? Do they work? But they go to school, right? Do they go to school when they are sick?” Hopefully the answer is no. “But you still need to call the school to tell them that your child is sick and will not come to school. Can you call the school to tell them that? Raise your hand if you can call the school to tell them that.” Most likely at this level you won’t get many students raising their hands. “It’s important that you call the school to tell them your child is sick. Today we will learn how to call the school and tell them that our child will not be at school. Another way to say that is that your child will be absent.”

4. Show students the School Location Picture (1a) to cue them that they will be calling a school.

## Presentation

### Word Bank

report an absence

unexcused absence

cutting class

absent

excused absence

1. List the Word Bank on a sideboard or butcher paper. Read the words aloud and have students repeat.
2. Pass out the Word Bank Definitions Sheet (1b) to each student.  
\* A note about the Word Bank: leave this list up throughout the lesson, writing down each definition as you define it within the context of the lesson. Students can copy the definitions onto their Word Bank Definitions Sheet as you write them on the board.
3. Tell students that calling to report (or tell about) your child being sick is very important. Hold up the picture of Manuel Gonzalez (1c). Introduce them to Manuel, explaining that he is their child for class today. Give them the important information about Manuel, writing it up on the board or overhead for them to see. Be sure to label it so they can see the important information that they need to tell the office when they call.
  - a. Child's name = Manuel Gonzalez.
  - b. Teacher = Mrs. Langley.
  - c. Grade = 3.
  - d. Date = today's date.
  - e. Reason for absence = sick .
  - f. Relationship to child = mother or father.
4. Now that they have all the necessary information, tell them it's time to call the school office to report Manuel's absence. Time for a little play-acting. Write a phone number up on the board and have a student read it to you as you "dial the number."



## Notes

5. Use the Resource CD, Dialogue 1, to allow the class to hear how the exchange should sound. You can play the dialogue two or three times for them so they can practice listening.
6. Put the overhead copy of the Reporting an Absence Set Dialogue (1d) up on the overhead. Walk students through the dialogue on the overhead, underlining key information and new vocabulary as you go along. Have them listen and repeat, so you can explain vocabulary in the context of the conversation. As you guide them through this dialogue, be sure to stress the following:
  - a. The importance of giving only the information required: child's name, grade, teacher, the date, the reason for the child's absence, and their relationship to the child ("I am his mother").
  - b. They do not need to explain details about what is wrong with their child, just that the child is sick and won't be at school today.
  - c. They need to be sure they are the ones that call. Calls from siblings cannot excuse absences. A parent must call.
7. When finished with the above dialogue, as a small review, ask students to tell you what information they need to tell the office if they have a child in elementary school who will not be in school that day.
8. Allow them to listen to the tape once or twice more while following along with the dialogue on the overhead.
9. Play Dialogue 2 for the students, which only includes the office's lines in the script. Have students respond as the parents, first as a group, then ask for volunteers to read the part of the parent along with the dialogue.
10. Stress that if students do not have excused absences, they can get into a lot of trouble for not going to class, especially middle and high school students (you may need to explain age ranges for these grade levels). This is a good point to explain the phrase "cutting class." It is very important that parents call the school to excuse their child if their child is absent for a legitimate reason. Take time here to explain the difference between an excused and an unexcused absence and cutting class. Be sure to write some sort of definition for each word on the board, so students can write it down to study later.

### Practice

1. Introduce your class to a new child, Jing-Mei Lee (1e). Write her information on the board as you did for Manuel.
  - a. Child's name = Jing-Mei Lee.
  - b. Teacher = Mr. Ford.
  - c. Grade = 2.
  - d. Date = today's date.
  - e. Reason for absence = sick.
  - f. Relationship to child = mother or father.
2. Allow students to listen to Dialogue 3 on the tape two times.
3. Break students into pairs and pass out Reporting an Absence Skeleton Dialogue (1f) to them.
4. Have them work in pairs to fill in the missing parent parts for the dialogue. You can leave your sample dialogue for students to use as a reference during this section.
5. Ask for students to volunteer to read along with the tape using Dialogue 4.



### Optional Presentation and Practice 2

Lead students in going over Reporting an Absence in Middle or High School Dialogue (1h) and use the Skeleton Dialogue (1i) for the Practice portion. Dialogues 3-4 on the Dialogue CD should be used for this purpose. You may need to add some vocabulary to your Word Bank, such as "period" and other words that apply to junior high and high school but not elementary school.

You can also expand this activity to include dialogues you create with your class regarding calling themselves in sick from work.

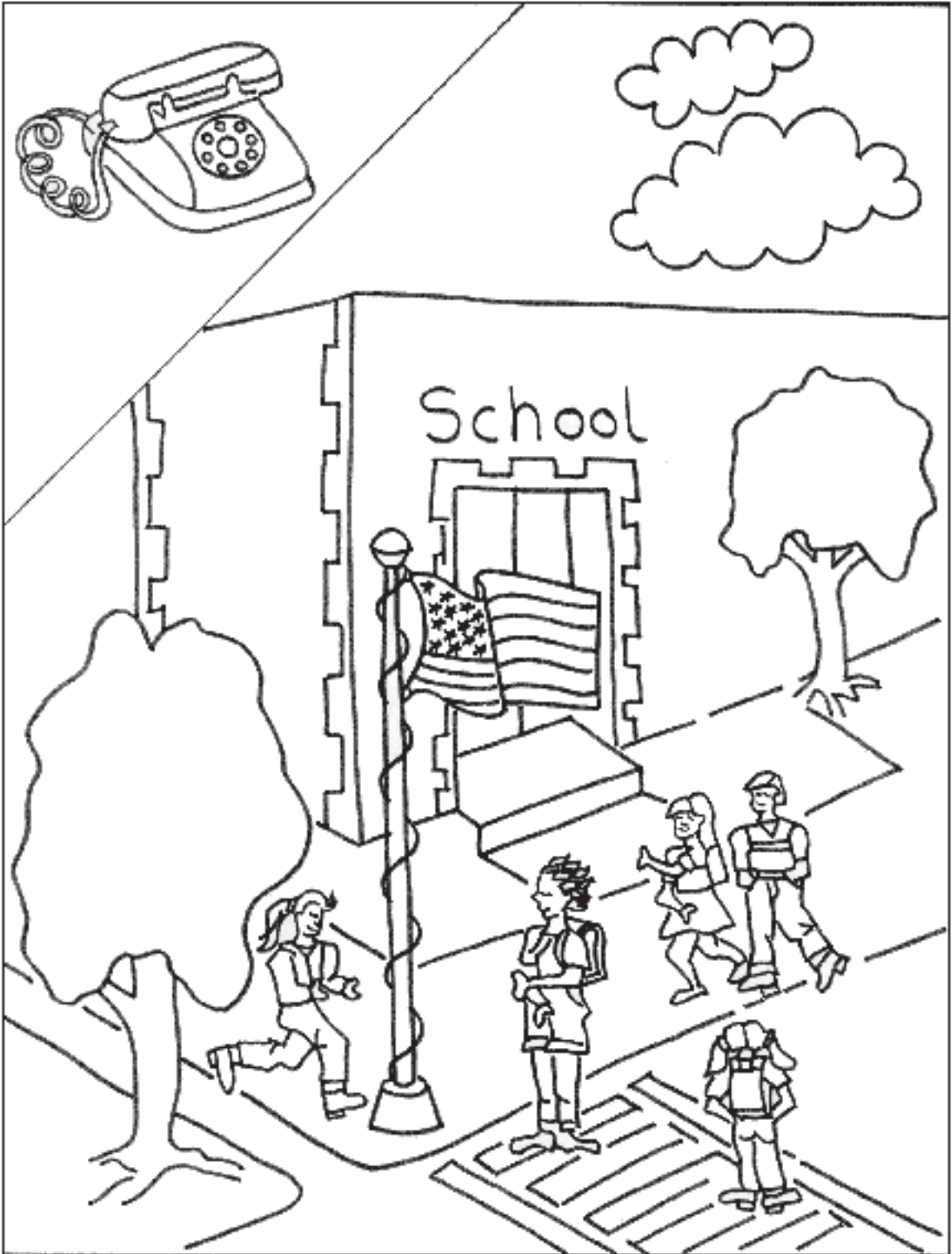
## Notes

### Evaluation

1. Circulate to check student understanding during work time.
2. Ask individual students to play the role of parent while you play the role of the office (or use one of the “skeleton” dialogues). Record student participation on the EL Civics Unit Tracking Sheet.
3. Go over the listed Word Bank, asking students to explain what words mean, or to use them in context.

### Application

Students fill in the Dialogue for Students (1g) with their own personal information. The important thing here is language practice; so if they don't have any children, tell them to make up a child. The teacher can collect these dialogues and pass them out again at the start of the next EL Civics Lesson. Students can use them as a review by working in pairs to go over them with their partner.

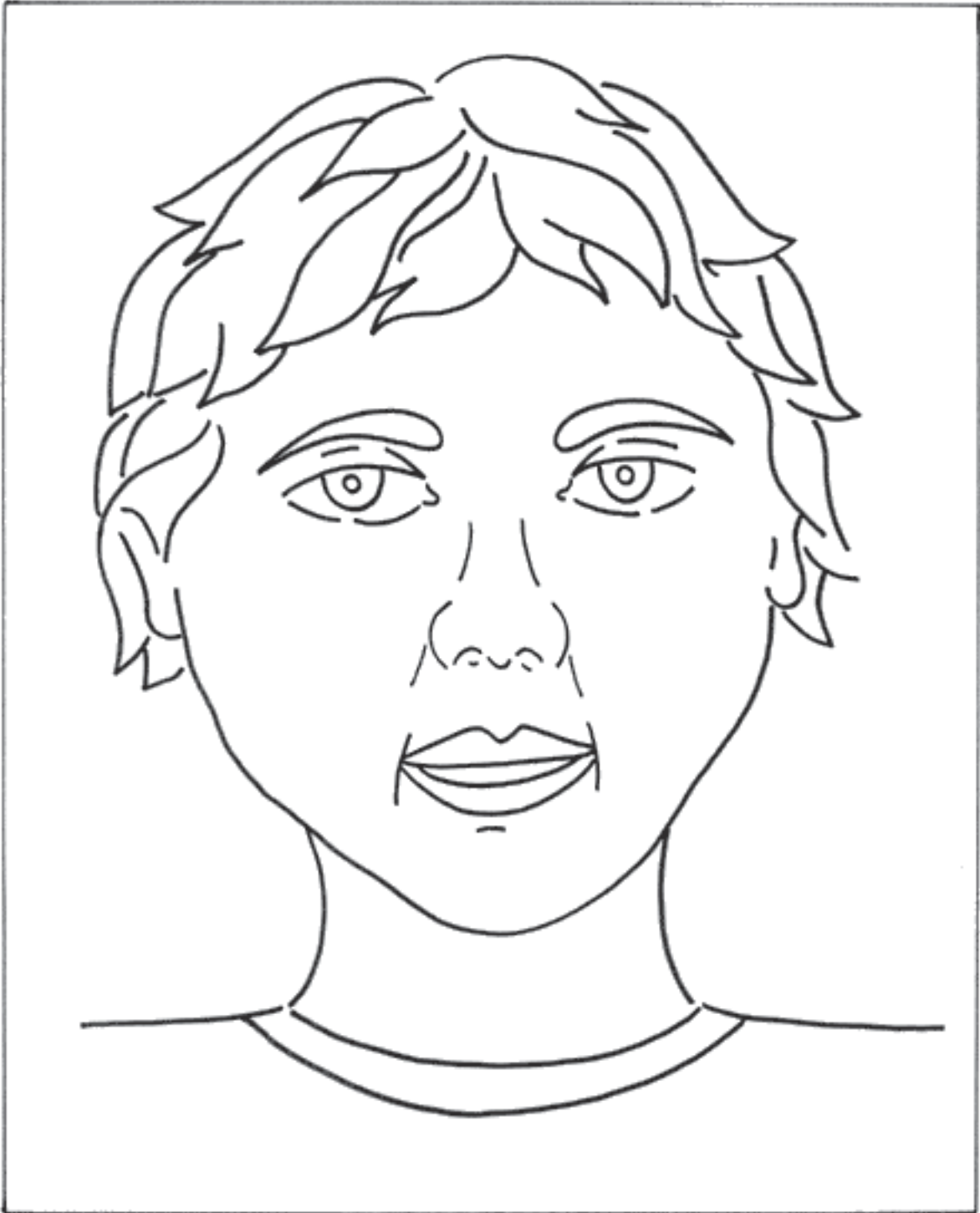




## **Word Bank Definitions**

### **Reporting an Absence**

1. Reporting an absence
2. Excused absence
3. Unexcused absence
4. Absent
5. Cutting class



## **Reporting an Absence Dialogue**

### **Set Dialogue**

**Office:** Good morning. Manzanita Elementary School.

**You:** Hello. I need to report my child's absence.

**Office:** Okay. What's your child's name?

**You:** Manuel Gonzalez.

**Office:** Who's his teacher?

**You:** Mrs. Langley.

**Office:** And why is he absent today?

**You:** He's sick.

**Office:** Are you his mother (father)?

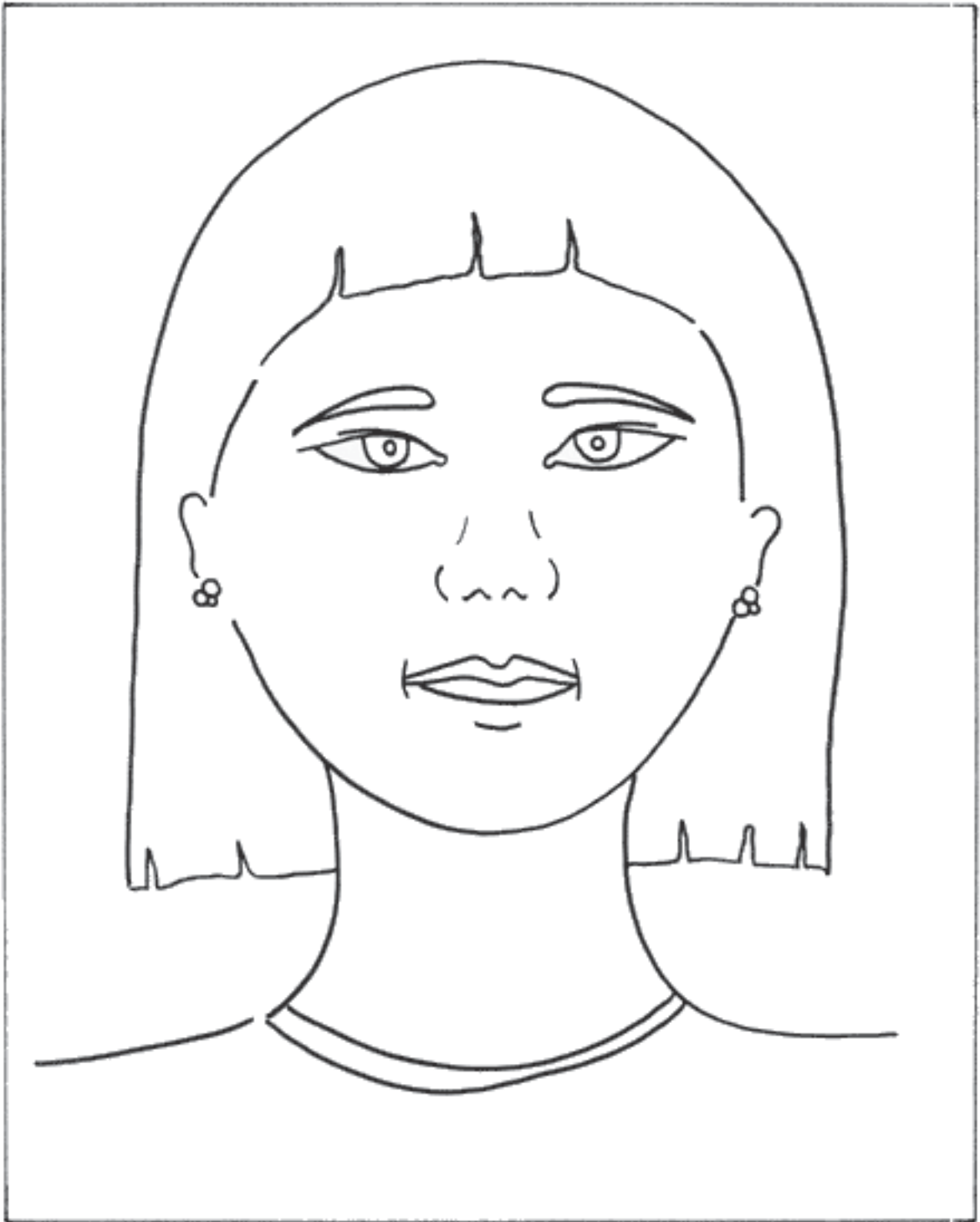
**You:** Yes, I am.

**Office:** What's your name?

**You:** Raul Gonzalez.

**Office:** Thank you.

**You:** Thank you, good-bye.



**Reporting an Absence Dialogue**  
**Skeleton Dialogue – Student Copy**

**Office:** Good morning. Park Oaks Elementary School.

**You:** Hello. I \_\_\_\_\_ to \_\_\_\_\_ my child's \_\_\_\_\_.

**Office:** Okay. What's your child's name?

**You:** \_\_\_\_\_

**Office:** Who's her teacher?

**You:** \_\_\_\_\_

**Office:** And why is she absent today?

**You:** \_\_\_\_\_ .

**Office:** Are you her mother (father)?

**You:** Yes, \_\_\_\_\_ .

**Office:** What's your name?

**You:** \_\_\_\_\_ .

**Office:** Thank you.

**You:** \_\_\_\_\_ , good-bye.

## Reporting an Absence Dialogue Individual Practice

**Office:** Good morning. \_\_\_\_\_ Elementary School.

**You:** Hello. I \_\_\_\_\_ to \_\_\_\_\_ my child's \_\_\_\_\_.

**Office:** Okay. What's your child's name?

**You:** \_\_\_\_\_

**Office:** Who's her/ his teacher?

**You:** \_\_\_\_\_

**Office:** And why is she/ he absent today?

**You:** \_\_\_\_\_ .

**Office:** Are you her mother (father)?

**You:** Yes, \_\_\_\_\_ .

**Office:** What's your name?

**You:** \_\_\_\_\_ .

**Office:** Thank you.

**You:** \_\_\_\_\_ , good-bye.

## Lesson 2

### Making a doctor's appointment

**Level:** Beginning Low

#### Lesson Objective

At the conclusion of the lesson the students will be able to make a doctor appointment over the phone.

#### Materials needed

1. Student dialogues from the last lesson about excusing a child's absence from school, and School Location Picture (1a).
2. Doctor's Office Location Picture (2a)
3. Class set of Word Bank Definitions Sheet (2b)
4. Overhead of the human body (2c).
5. Overhead of sample dialogue (2d).
6. Illness/body parts cards (2e).
7. Overhead and class set of Skeleton Dialogue (2f).
8. EL Civics Resource CD, Dialogues 7-8, tracks 7-8.
9. EL Civics Unit Tracking Sheet.

#### Language Skills Focus

Listening and speaking.

#### Teaching Strategies Used

Whole group instruction and pair work.

### Warm-Up/ Review (Reporting a child's absence from school)

1. Teacher shows class the School Location Picture (1a) to cue them regarding their task. Teacher should remind them what the picture signifies.
2. Students work in pairs and use their dialogue from the last unit lesson to review excusing their child from school due to illness.

### Introduction

Remind students that they last learned how to call the school to excuse their sick child. Today they will learn how to call the doctor's office to make an appointment. Show students the Doctor's Office Location Picture (2a) as a visual cue that they will be calling the doctor's office.

### Presentation

#### Word Bank

report an absence

unexcused absence

cutting class

absent

excused absence

1. Write Word Bank on a sideboard or a piece of butcher paper. Pass out Word Bank Definition Sheet (2b). Go over vocabulary with class, have students repeat.
2. Use overhead of body (2c) to review basic external body parts with students. Students need to know how to tell the doctor's office what their problem is when they make their appointment, so this is the time to have them practice this vocabulary.

### Practice

1. Model for student, "My \_\_\_\_\_ hurts," filling in the blank with a body part. Point to a body part on the overhead and have students practice by telling each other, "My \_\_\_\_\_ hurts," filling in the body part that you point to on overhead.
2. Vary this activity by attributing different "hurts" to students, then having other students create a sentence such as, "Her/His \_\_\_\_\_ hurts."



## Presentation

1. Ask students what important information they need to know to make a doctor appointment. Write their answers on the board. If they don't answer right away, ask pointed questions, such as, "Do you have to know your name? What about how to spell your name?" Make a list of the important information they need to know, which will most likely include their name (or the name of the patient, if it's their spouse or child), doctor's name, the date and time of their appointment, if they have insurance, and why they need to make an appointment. Students may come up with other things, but try to focus their attention on the basics so they realize that the task doesn't have to be overwhelming.
2. Much like you did for the absences lesson, write up the key information on the board so students have it in front of them:
  - a. doctor = Dr. Gorman
  - b. Name = student name and how to spell it.
  - c. Date and time of appointment = tomorrow morning 9:30.
  - d. Insurance = yes or no
  - e. Reason for appointment = ear hurts and fever.
3. Play Dialogue 7 for students so they can listen to the exchange. Allow them to listen to the dialogue a few times.
4. Put the Doctor Appointment Dialogue (2d) on the overhead. Go over any unfamiliar word, making sure to cover Word Bank vocabulary.
5. Play Dialogue 7 again, allowing students to read along with the dialogue. Then play Dialogue 8, the partial dialogue, allowing students to respond chorally.
6. Ask for student volunteers to read along individually with the partial dialogue.
7. Use the illness/ body parts cards (2e) to incorporate different body parts and common illnesses. Take a moment to go over the cards with the students to be sure they know the vocabulary. This is a good point to explain words such as "fever," "checkup," "a cold," if necessary. After the doctor's office asks for the reason for the appointment, hold up a card and have students answer accordingly. \* *Possible variation: put up a calendar page (see Lesson 3, 3a) and have students use it to make the date and time of their appointment.*
8. Stress to students the importance of repeating important information so they can be sure they have heard it correctly. Point this out in the dialogue.

**Practice**

1. Have students work in pairs to read over the dialogue on the overhead, each student taking a turn being the office and then themselves.
2. Once students have had a chance to practice a “set” dialogue, put up the Skeleton Dialogue (2f) that has only the office’s complete responses and part of the student responses. Using the illness/ body parts cards (2e), hold up a picture of the student’s problem, the reason for his/her appointment, and have students carry on their conversation using this information.
3. When students have had plenty of time to practice this, pass out the Skeleton Dialogue and allow students to fill in information that applies to them.

**Evaluation**

1. Circulate during practice, giving feedback to individual students, as well as addressing the entire class if the same problems surface again and again.
2. At the end of practice time, ask for volunteers to do a role-play for the class. Record which students participated on EL Civics Unit Tracking Sheet.
3. Go over the Word Bank, asking students to explain what a word means, or to use it in context.

**Application**

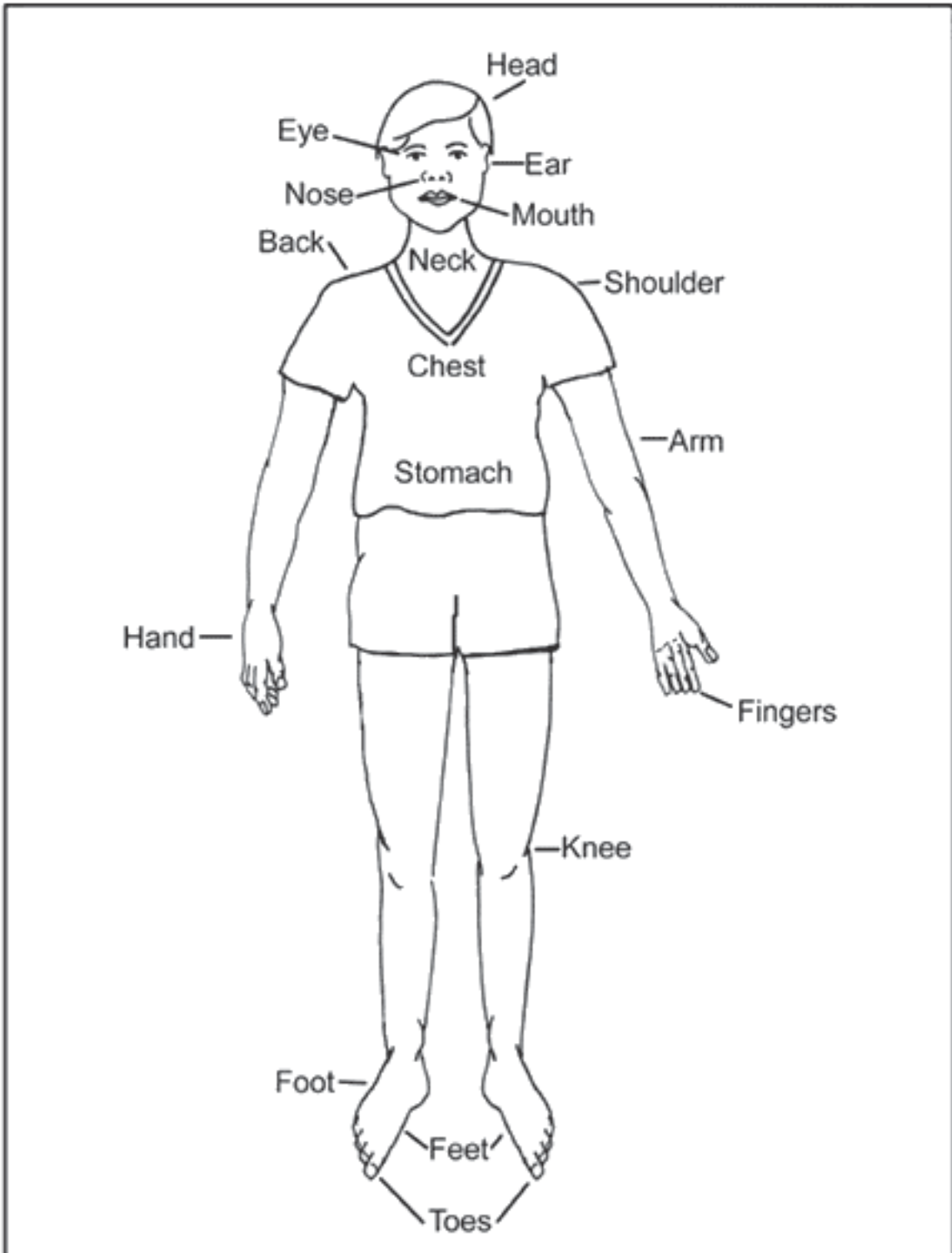
It may be possible that many students don’t have health insurance due to the types of jobs they have. For this reason, it would be helpful for them if the teacher provided information (name, address, and telephone number) of any low-cost clinics in their area. Aside from checkups and illnesses, students should be aware of these places so they can get immunizations for their children and themselves, if necessary. The teacher can either write this information on the board or create a handout for students. Either way, be sure to explain the nature of a low-cost clinic and why it is a good option for people without insurance.



## Word Bank Definitions

### Making a Doctor Appointment

1. Make an appointment
  
2. My \_\_\_\_\_ hurts.
  
3. A checkup
  
4. Insurance
  
5. A fever
  
6. A cold
  
7. A clinic
  
8. A patient



## Making a Doctor Appointment Dialogue

### Set Dialogue

**Office:** Good morning. Dr. Gorman's office. May I help you?

**Patient:** I need to make an appointment to see Dr. Gorman.

**Office:** Are you a new patient?

**Patient:** No.

**Office:** Why do you need to see the doctor?

**Patient:** My ear hurts.

**Office:** How long has your ear hurt?

**Patient:** Two days.

**Office:** Do you have a fever?

**Patient:** Yes.

**Office:** Okay. Can you come in today at 3:00?

**Patient:** No. I have to work. Can I come tomorrow morning?

**Office:** Yes. How about 9:30?

## **Making a Doctor Appointment Dialogue**

### **Set Dialogue - Continued**

**Patient:** That's fine.

**Office:** What's your name?

**Patient:** Raymond Augsberg.

**Office:** Can you spell that?

**Patient:** A - U - G - S - B - E - R - G.

**Office:** And your phone number?

**Patient:** 805-375-9421

**Office:** Do you have insurance?

**Patient:** No.

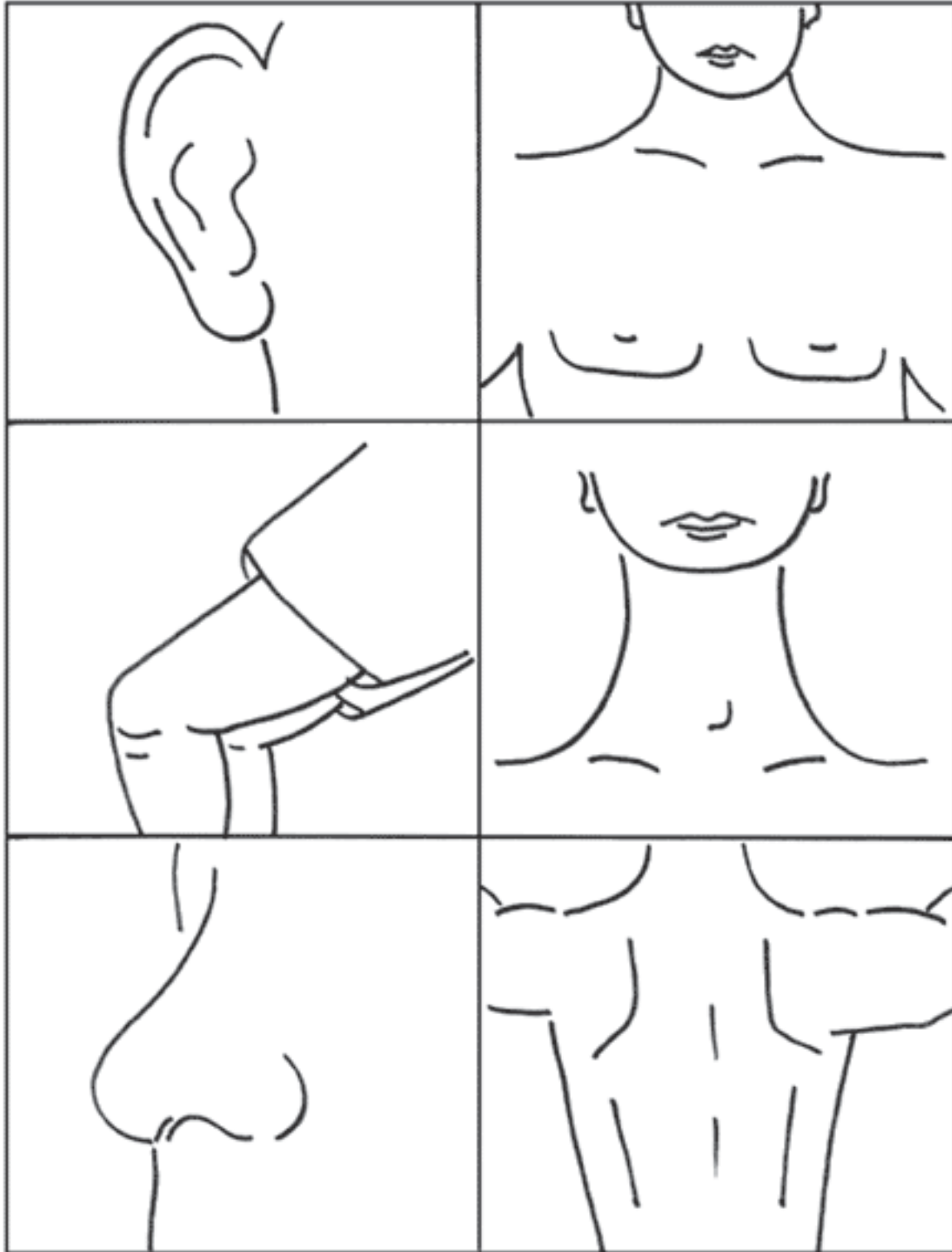
**Office:** Okay. An office visit is \$50. You need to pay when you come to the office.

**Patient:** Okay

**Office:** Okay, we'll see you tomorrow at 9:30.

**Patient:** Tomorrow at 9:30. Thank you.

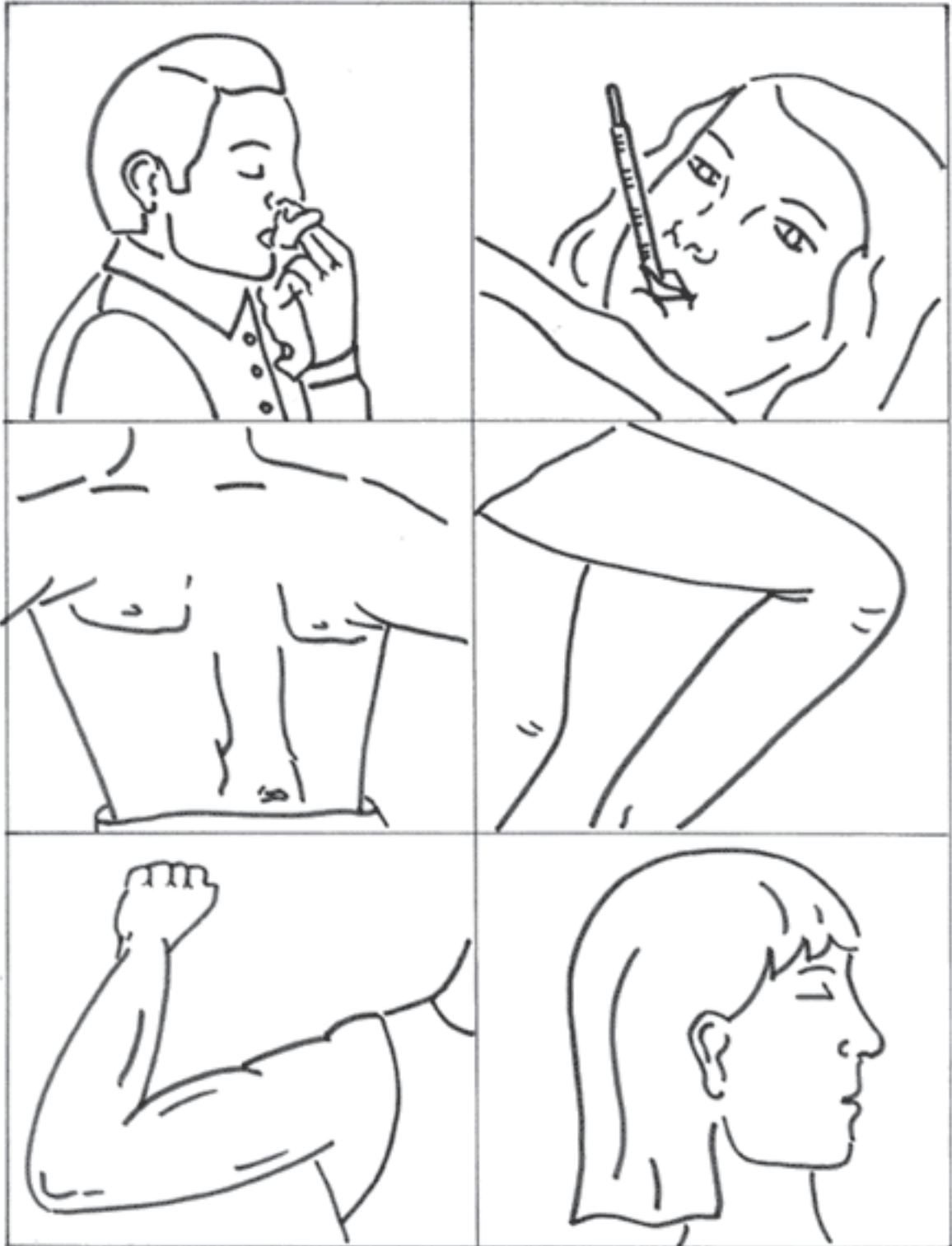
Illness/ Body Parts Cards



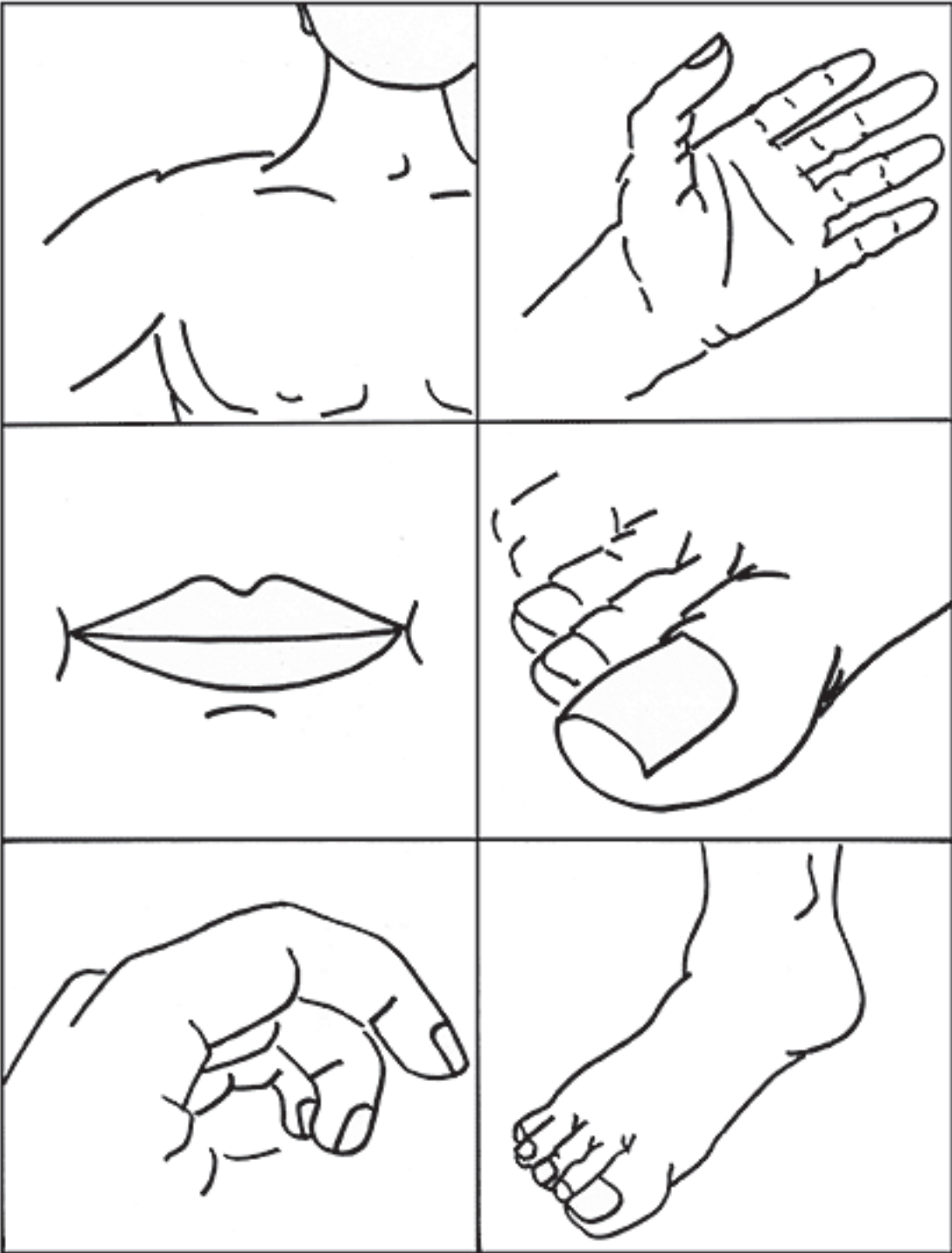
2e



# Illness/ Body Parts Cards



Illness/ Body Parts Cards



## Making a Doctor Appointment Dialogue

### Set Dialogue

**Office:** Good morning. Dr. Gorman's office. May I help you?

**Patient:** I \_\_\_\_\_ to \_\_\_\_\_ an \_\_\_\_\_ to see Dr. Gorman.

**Office:** Why do you need to see the doctor?

**Patient:** My \_\_\_\_\_ hurts.

**Office:** How long has your \_\_\_\_\_ hurt?

**Patient:** \_\_\_\_\_ days.

**Office:** Do you have a fever?

**Patient:** \_\_\_\_\_.

**Office:** Okay. Can you come in today at 3:00?

**Patient:** No. I \_\_\_\_\_ to \_\_\_\_\_. \_\_\_\_\_ I come tomorrow \_\_\_\_\_?

**Office:** Yes. How about 9:30?

**Patient:** \_\_\_\_\_ fine.

**Office:** What's your name?

## Making a Doctor Appointment Dialogue Set Dialogue - Continued

**Patient:** \_\_\_\_\_.

**Office:** Can you spell that?

**Patient:** \_\_\_\_\_.

**Office:** And your phone number?

**Patient:** \_\_\_\_\_.

**Office:** Do you have insurance?

**Patient:** \_\_\_\_\_

**Office:** Okay. An office visit is \$50. You need to pay when you come to the office.

**Patient:** Okay

**Office:** Okay, we'll see you tomorrow at 9:30.

**Patient:** \_\_\_\_\_ at 9:30. Thank you.

## Lesson 3 Asking for materials at the Library

**Level: Beginning Low**

### Lesson Objective

At the conclusion of the lesson the students will be able to define the basic sections of the library and ask for the location of various library materials.

### Materials needed

1. Overhead of calendar page (3a).
2. Illness/ body parts cards from last lesson (2e), enough for each person to have one.
3. Library Book Location Picture (3b).
4. Class set of a simple map showing the location of the library in relation to the school (not provided).
5. Class set Word Bank Definitions Sheet (3c).
6. Signs to post in your classroom, designating certain areas as sections of the library: Fiction, Non-fiction, Children's Section, Periodicals, Reference Desk (not provided).
7. Examples of the different things you can find in your local library. Be sure to get three to four examples for each of the four sections for today's lesson, but you may want to bring in samples of other things, such as CD-Roms, music CDs, videos or DVDs, puppets, books on tape, etc. *For those who cannot make it to the library, "What's Available at the Library?" (3d) is provided for overhead use.*
8. Overhead of Library Dialogues (3e).
9. Library Practice Cards (3f).
10. Overhead and class set of Library Skeleton Dialogue (3g).
11. EL Civics Resource CD, Dialogues 9-12, Tracks 9-12.
12. EL Civics Unit Tracking Sheet.

### Language Skills Focus

Vocabulary, listening and speaking.

### Teaching Strategies Used

Whole group instruction, pair work, and small group work.

**Warm-Up/ Review (*making a doctor appointment*)**

1. Cue students as to their task by showing them the Doctor’s Office Location Picture (2a). Be sure to remind them what the picture signifies.
2. Put a copy of the calendar page (3a) on the overhead and gives an illness/ body parts card (2e) to each student. It’s okay if two or more students have the same illness card.
3. Students work in pairs to make a doctor appointment according to the overhead calendar. They can use their set dialogue from the last lesson as a reference.
4. Ask for student volunteers to do their dialogue in front of the class.

**Introduction**

1. Assess prior student knowledge about the library by asking, “What is a library?” Students may respond with one-word answers, such as “book,” or “borrow.” Note student answers on the board.
2. If students don’t answer, teacher asks specific questions to prompt responses, such as, “Do you get clothes at a library?” Ask, “What do you get at a library?” If still no response, hold up a book and ask, “What’s this?” to provoke correct student response.
3. Ask students, “Where is the library?” Some will know, others won’t. Write the library’s address up on the board for students to see. Read it to them and have them repeat it. Pass out the simple map to show students how to get from the school to the library.
4. Tell students that today they will learn about the library and what is in the library. Show them the Library Book Location Picture (3b) to cue them that they will be looking for books at the library.

## Presentation

### Word Bank

fiction   non-fiction   periodicals   author   librarian  
Dewey Decimal System   alphabetical order   reference desk

1. Before the lesson, post library section signs (3d-3h) around the room.
2. Write the Word Bank on a sideboard or on some butcher paper. Read the words and have students repeat.
3. Pass out Word Bank Definitions Sheet (3c).
4. Tell students that today their classroom is a library. Have them look around and tell you what parts of the library are in their classroom today. As they tell you, list them on the board: Fiction, Non-fiction, Children's Books, and Periodicals.
5. Before you talk about each section, give students the opportunity to tell you what, if anything, they know about each section.
6. Go to each section and explain what they will find there. Show students the samples of books you brought from your local library, or use the What's Available from the Library? overhead (3i). Be sure to touch on the following points:
  - a. Fiction: stories, not real people, not true. Arranged alphabetically by author's last name. Be sure to explain the word "author" at this point.
  - b. Non-fiction: not stories, could be history, biographies (stories about real people). Arranged by topic with numbers called the Dewey Decimal System. Show students examples of this.
  - c. Children's Books: books (sometimes videos and music, too) for children, both fiction and non-fiction.
  - d. Periodicals: magazines and newspapers, may have some in other languages, depending on the size of the library.
  - e. (optional, depending on library) Videos/ DVDs: this section is where you rent movies, usually for only \$1 or \$2, similar to renting them at a video store. All kinds of movies are usually rented, from rated G to rated R movies.
7. Note to the students that there will be some desks where they can go for help. Point out in your "classroom library" the Reference Desk. This is where you ask for help to find something in the library.

**Practice**

1. Once you have shown the students around the library, you need to give them the language to use it. Play Dialogue 9 a couple of times to allow students to listen to the exchange.
2. Put up the overhead for the set dialogue (3j). Take time to explain any Word Bank vocabulary necessary.
3. Have students practice as a class with the partial dialogue on the CD, Dialogue 10. Have volunteers do the dialogue by themselves for the class.
4. Allow students time to practice this set dialogue in pairs.
5. Break the class into groups of four.
6. Using the "Library Practice Cards" (3k), give each group one card. It's okay if more than one group gets the same card.
7. As a group, they must decide which section of the library to go to by reading their card and then go there. For example, if their card says, "I need a book about rabbits for my four-year-old daughter," then the group should go to the Children's Book section. If it says, "I want a newspaper in my own language," they should go to Periodicals.
8. While waiting for the teacher to come and check their decision, students should look at the sample materials the teacher has brought to represent each section to better acquaint themselves with what they will find in that particular section.
9. Based on the set dialogue they used before, each group should work together to formulate a question for the teacher as s/he comes to each group to see if they are in the right spot, as if the teacher is the librarian. Using the above example, if students' card tells them they need to find a book on rabbits for their four-year-old, students should ask the question, "I need a book on rabbits for my daughter. Where can I find that?" Teacher may want to write a couple of sample questions on the board to give students more direction.



10. When all groups have found their section and asked the “librarian” their question, teacher collects the cards and redistributes them so that each group has a different section to look for than they did before. Each group should have a chance to look for each of the four (or five) sections. The group’s question for the “librarian” should not be asked by the same person each time, but group members should rotate this task.
11. Once the group task is completed, put the Library Skeleton Dialogue (3l) on the overhead and pass out a copy to each student. Allow students time to fill in their own dialogue so they will have something on paper to keep and study on their own.

## Evaluation

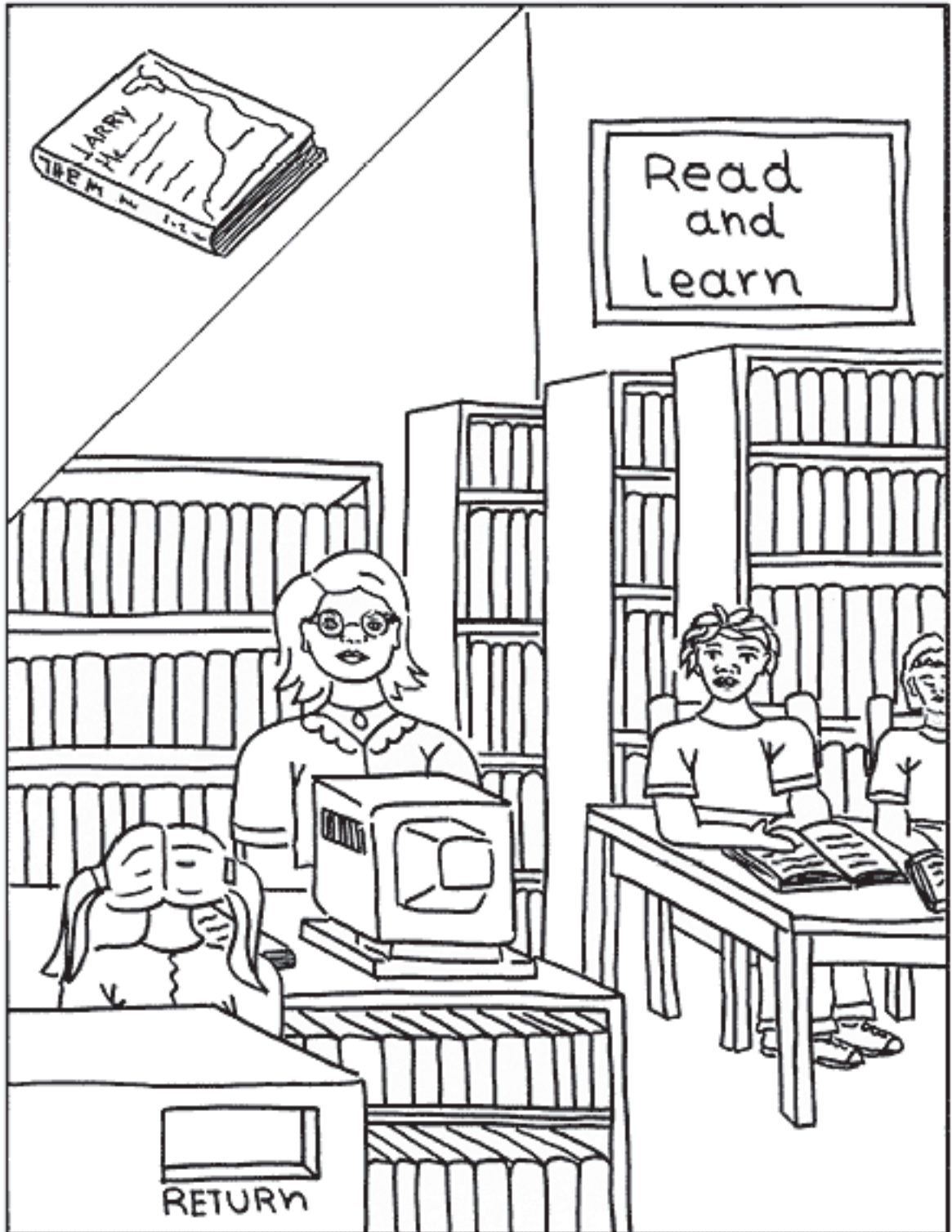
1. Ask for student volunteers to read the student portion of the Skeleton Dialogue while you read the part of the librarian.
2. Before break or the end of class, students line up at the door and as they leave the class, use the Library Practice Cards (3k) to check their understanding. Show them the card, and students must ask where to find the object on the card. Record results on the EL Civics Unit Tracking Sheet.

## Application

Students must visit their local library, making sure they know where it is and can find it. They should go into the library and try to locate the different sections discussed in class today. (If they are feeling bold, they can ask the person at the Reference Desk for the location of one of the items they needed to find in class, but depending on the group, the teacher may not feel this is something to require of them). They should write down the library’s hours (usually posted outside the library, so they don’t need to ask for this information) and bring those in as proof that they have visited.

# November 2004

| Sunday | Monday          | Tuesday | Wednesday | Thursday | Friday  | Saturday |
|--------|-----------------|---------|-----------|----------|---------|----------|
|        | 1<br>Work 10-7  | 2<br>←  | 3         | 4        | 5<br>→  | 6        |
| 7      | 8<br>Work 9-6   | 9<br>←  | 10        | 11       | 12<br>→ | 13       |
| 14     | 15<br>Work 11-8 | 16<br>← | 17        | 18       | 19<br>→ | 20       |
| 21     | 22<br>Work 10-7 | 23<br>← | 24        | 25       | 26<br>→ | 27       |
| 28     | 29              | 30      |           |          |         |          |

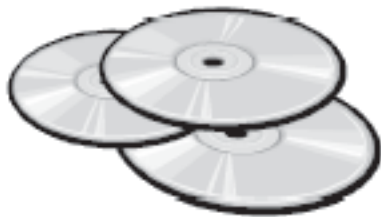
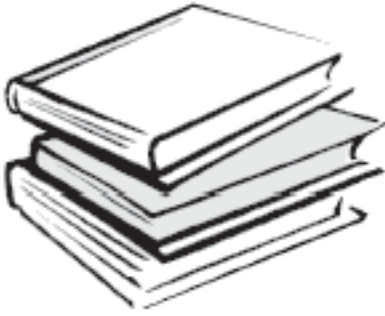


## **Word Bank Definitions**

### **What's at the Library?**

1. Fiction
2. Non-fiction
3. Periodicals
4. Dewey Decimal System
5. Alphabetical order
6. Author
7. Reference Desk
8. Librarian

# What's Available at the Library?



## Library Book Location Dialogue Set Dialogue

**Reference Desk:** May I help you?

**Visitor:** I need to find a biography of George Washington.

**Reference Desk:** Okay. Let me find that on the computer for you. Here's the name and number for a couple of them.

**Visitor:** Can you tell me where they are?

**Reference Desk:** Sure. Do you see the sign that says non-fiction over there?

**Visitor:** Yes.

**Reference Desk:** Okay. Go straight to that sign and the books are to the right of that sign.

**Visitor:** Okay. Thank you.

**Reference Desk:** No problem.

.....

**Reference Desk:** May I help you?

**Visitor:** Do you have any books in Korean?

**Reference Desk:** Yes, I think we do. They are over there to the left of all the fiction books. That's where our foreign language books are.

**Visitor:** Great. Do you have any books by Jin-Su Park?

**Reference Desk:** Let me look in the computer. Yes, we have two and they should be on the shelf.

**Visitor:** Great. Thank you.

**Reference Desk:** No problem.

## Library Practice Cards

|   |  |
|---|--|
| I need a book for my little granddaughter.                        | I need a biography of Michael Jordan.                          |
| I need an Elmo video (Sesame Street) for my son.                  | I need a novel by Tony Morrison called <i>The Bluest Eye</i> . |
| I need some books on California History.                          | I need a novel by Miguel Cervantes called <i>Don Quixote</i> . |
| I need to rent the movie <i>Star Wars</i> .                       | I need some books about Italian art.                           |
| I need the Spanish newspaper <i>La Opinion</i> .                  | I need the last issue of <i>People Magazine</i> .              |
| I need a book in French.  | I need to rent the movie <i>Mary Poppins</i> for my daughter.  |
| I need some cassette tapes to help me practice my English.        | I need _____.  |
| I need a copy of the July 2002 <i>Consumer Reports Magazine</i> . | I need _____.  |

## Library Book Location Dialogue Skeleton Dialogue

**Reference Desk:** May I help you?

**Visitor:** I \_\_\_\_\_ to \_\_\_\_\_ a \_\_\_\_\_ of George Washington.

**Reference Desk:** Okay. Let me find that on the computer for you. Here's the name and number for a couple of them.

**Visitor:** \_\_\_\_\_ you \_\_\_\_\_ me \_\_\_\_\_ they are?

**Reference Desk:** Sure. Do you see the sign that says non-fiction over there?

**Visitor:** \_\_\_\_\_.

**Reference Desk:** Okay. Go straight to that sign and the books are to the right of that sign.

**Visitor:** \_\_\_\_\_.

**Reference Desk:** No problem.

.....  
**Reference Desk:** May I help you?

**Visitor:** Do you \_\_\_\_\_ any \_\_\_\_\_ in \_\_\_\_\_?

**Reference Desk:** Yes, I think we do. They are over there after all the fiction books. That's where our foreign language books are.

**Visitor:** \_\_\_\_\_ you \_\_\_\_\_ any \_\_\_\_\_ by \_\_\_\_\_?

**Reference Desk:** Let me look in the computer. Yes, we have two and they should be on the shelf.

**Visitor:** Great. \_\_\_\_\_.

**Reference Desk:** No problem.



## Lesson 4 Applying for a library card

**Level:** Beginning Low

### Lesson Objective

At the conclusion of the lesson the students will be able to define basic vocabulary related to being a responsible member of their local library, as well as be able to request a library card application.

### Materials needed

1. Library Book Location Picture (3b).
2. Library Practice Cards (3k).
3. Overhead of Library Skeleton Dialogue (3j).
4. Library Card Location Picture (4a).
5. Class set of Word Bank Definitions (4b).
6. Library card from your local library (*not provided*).
7. Overhead of application from your local library (*not provided*).
8. Overhead of Library Card Set Dialogue (4c).
9. Overhead of Utility Bill (4d).
10. Overhead and class set of Library Card Skeleton Dialogue (4e).
11. EL Civics Resource CD, Dialogues 13-14, Tracks 13-14.
12. EL Civics Unit Tracking Sheet.

### Language Skills Focus

Vocabulary, listening and speaking.

### Teaching Strategies Used

Whole group instruction and pair work.

**Warm-Up/ Review (sections of the library)**

1. Cue students as to their task by showing them the Library Book Location Picture (3b). Be sure they know what the picture signifies.
2. Choose four or five of the Library Practice Cards (3i) to read aloud and have students say in which section of the library these books would be found.
3. Using the overhead of the Library Skeleton Dialogue (3j) and the Library Practice Cards (3k), student volunteers read through the dialogue with the teacher as the librarian, asking to find the various materials listed on the Library Practice Cards.

**Introduction**

Tell students that in the last lesson they learned what was in the library. Today they will learn how to be able to use all the things they find in the library. They will learn how to get a library card. Show students the Library Card Location Picture (4a). Note to them the difference between this card and the Library Book Location Picture so they will be clear on this when they are assessed.

**Presentation**

**Word Bank**

|                  |                    |              |         |
|------------------|--------------------|--------------|---------|
| library card     | proof of residency | return       |         |
| circulation desk | due date           | utility bill |         |
| borrow           | application        | late fees    | current |

1. On a sideboard or some butcher paper, write up the Word Bank vocabulary. Read aloud and have students repeat.
2. Pass out Word Bank Definitions sheet (4b).
3. Show students a library card from your local library. Ask if anyone in the class has a library card already. You may have a few people in the class who do, but chances are, most of them won't have one.

4. Take a moment to explain that if you have a library card, you can “borrow (or check out)” books for a period of time and then you have to “return” them to the library. Use yourself as an example, saying that if you wanted to use this book (hold one up for them to see), you need to use your library card to borrow it for weeks and then you need to return it at the end of that time. This would be a good time to explain the terms “due date,” and “late fees.”
5. Ask students what the name of the desk was in the last lesson that they went to ask for help. They should answer, “Reference Desk.” Tell them there is another important desk in the library called the “Circulation Desk.” This is where you apply for your library card and check out your books. This is also where you pay your late fees.
6. At this desk you ask for a library card application. Put the application from your local library up on the overhead and go over what information they need in order to fill it out. Most of this information is basic: name, address, phone number, etc.
7. Play Dialogue 11 from the Dialogues CD a few times to allow students to listen to the exchange.
8. Put the Library Card Set Dialogue (4c) on the overhead, taking time to explain vocabulary such as “proof of residency” as you come to it. Stress to students that they need to be a resident of the city where the library is in order to get a library card for free. Otherwise they have to pay for the card.
9. Have some examples of the kinds of identification accepted to prove their residency (driver’s license, California identification, or other picture ID with current address on it, utility bill, current rent receipt, current property tax bill, current imprinted statement, such as a Mastercard or Visa). Use the overhead of the Utility Bill (4d) to show an example, pointing out what the library is looking for: the applicant’s name and current address on the bill.
10. Play Dialogue 12, a partial dialogue of only the Circulation Desk’s responses. Allow students to respond chorally, then ask for volunteers to do the dialogue individually with the CD.

**Practice**

1. Have students work in pairs to read over the dialogue on the overhead, each student taking a turn being the Circulation Desk and then themselves.
2. Once students have had a chance to practice a “set” dialogue, put up the Skeleton Library Card Dialogue (4e). Fill in the dialogue on the overhead with student help.
3. Pass out the class set of the Skeleton Library Card Dialogue (4e) and allow students to fill in the dialogue on their own or with a partner.
4. Students then work in pairs to further practice their dialogue.

**Evaluation**

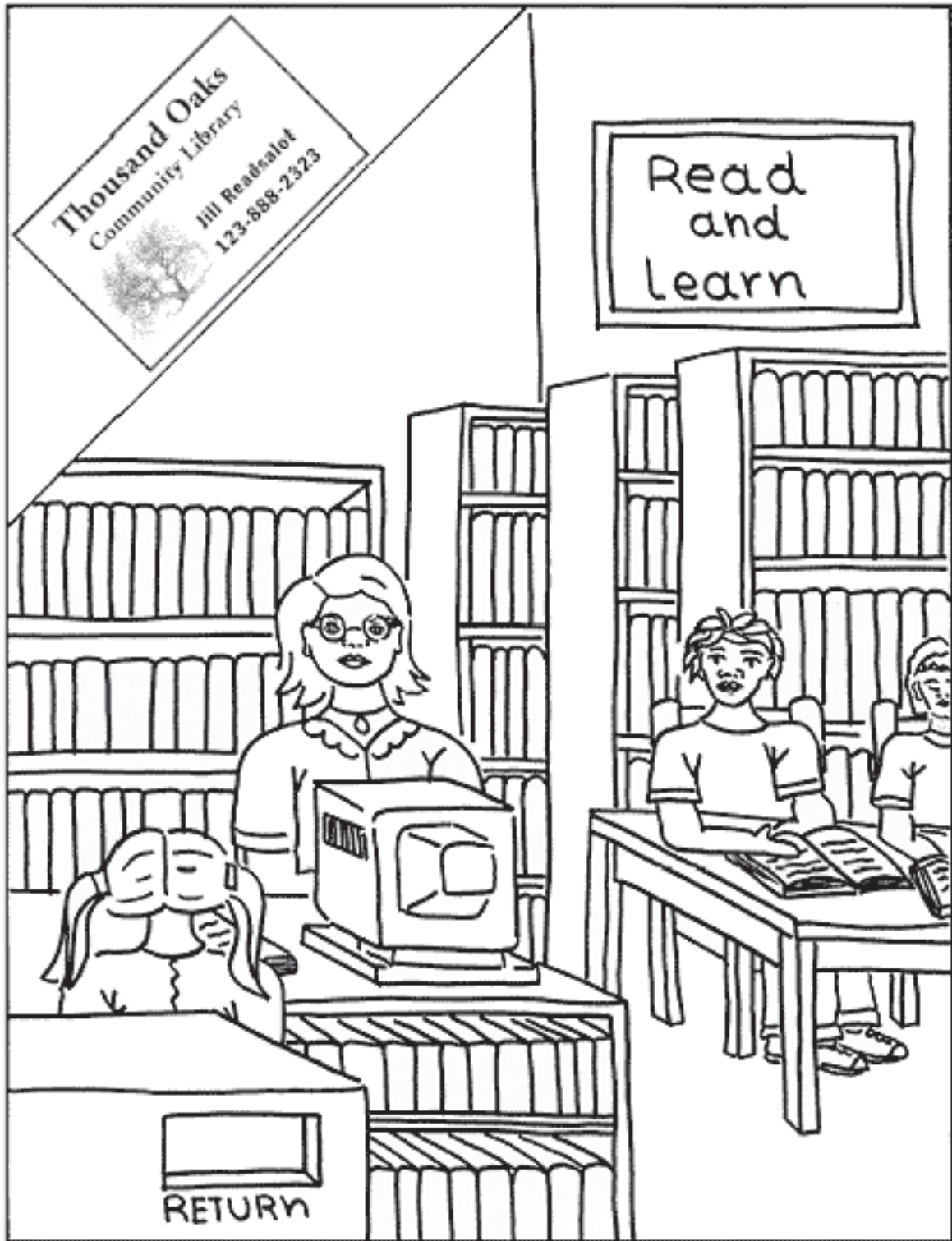
1. Circulate during practice, giving feedback to individual students, as well as addressing the entire class if the same problems surface again and again.
2. At the end of practice time, ask for volunteers to read their dialogue for the class. If students seem to be doing really well with this, have them do a role-play without reading their scripts. Applaud them for any elements they include in their role-play that were stressed in the set dialogue. Record participation on the EL Civics Unit Tracking Sheet.
3. Go over the Word Bank, asking students to explain what a word means, or to use it in context.

**Application**

Students must go to their local library and ask for an application. The application must be in English. Tell students they need to go to an English-speaking person at the library to ask for the application. They need to bring their application to class. As a warm up for the next EL Civics lesson, students will fill out their applications as a class.

***Suggestion***

*A field trip to the library would be a nice addition to these last two lessons!*



## **Word Bank Definitions**

### **Applying for a Library Card**

1. Library card
2. Borrow
3. Proof of residency
4. Utility bill
5. Application
6. Late fees
7. Due date
8. Check out
9. Overdue
10. Return
11. Circulation desk
12. Current

## Library Card Dialogue Set Dialogue

**Circulation Desk:** May I help you?

**Visitor:** I need to apply for a library card.

**Circulation Desk:** Are you a resident of \_\_\_\_\_?

**Visitor:** Yes, I am.

**Circulation Desk:** You'll need to show proof of residency.

**Visitor:** What kind of proof?


**Circulation Desk:** You can use a California Driver's License, a current vehicle registration, a current rent receipt or a recent utility bill with your name and address printed on it.

**Visitor:** Here's a current rent receipt.

**Circulation Desk:** That's fine. Here's an application. Fill it out and return it to me.

**Visitor:** Thank you.

# Utility Bill

|  |  |   |                   |
|--|--|---|-------------------|
| <br>The Gas Company A Sempra Energy utility | <b>Southern California Gas Company</b><br>P.O. Box C, Monterey Park, CA 91756 ■ www.socalgas.com<br><i>See other side for explanation of terms and additional telephone numbers.</i> |   |                   |
|  | Name <b>GREG FRANKLIN</b><br>Service <b>5653 LAKESIDE DR</b><br>Address <b>THOUSAND OAKS CA 91360</b>  | 24-Hour Service and Information: (800) 555-6578 (English)<br>(800) 555-5454 (Español) |                   |
| <b>Your Account Number</b><br><b>06529460805 2</b>   |  | Rate<br>GT-R  | Climate Zone<br>1 |
| Next Meter Reading Date: Jul 10 2003   |  | Date Mailed: Jun 12, 2003   |                   |

| Billing Period    | Meter      | Readings  | Difference | Billing         |
|-------------------|------------|-----------|------------|-----------------|
| From To           | Number     | Prev Pres | =CCF x     | Factor = Therms |
| 05/09/03 06/10/03 | 2326829 65 | 0543 0576 | 33 x       | 1.061 = 35      |

| Summary of Transportation and Related Charges                  | Amount                      |
|--|-----------------------------|
| Customer Charge  | 32 Days x 0.16438 = \$ 5.26 |
| Baseline Transportation  | 15 Therms x 0.25589 = 3.84  |
| Over Baseline Transportation                                   | 20 Therms x 0.43740 = 8.75  |
| <b>Gas Transportation Charges</b>                              | <b>17.85</b>                |
| State Regulatory Fee   | 35 Therms x 0.00199 = 0.07  |
| Municipal Trans Surchrg  | x 0.35974 = 0.19            |
| Public Purpose Surchrg   | 35 Therms x 0.02781 = 0.97  |
| <b>Taxes &amp; Fees on Gas Transportation Charges</b>          | <b>1.23</b>                 |
| <b>Total Gas Transportation Charges Including Tax and Fees</b> | <b>19.08</b>                |
| ACN Energy Procurement Charge (Questions: 1-877-226-5368)      | 23.63                       |
| Jun Rate - \$ 0.59200/Therm Service Charge - \$ 0.09300/day    |                             |
| May Rate - \$ 0.59200/Therm Service Charge - \$ 0.09000/day    |                             |
| <b>Total Other Charges</b>                                     | <b>23.63</b>                |

|   |   |              |
|---|---|--------------|
| Thank you for your payment: Jun 04 2003 | Total Current Charges                               | 19.08        |
| Amount of Last Payment: 68.80           | Total Other Charges                                 | 23.63        |
| The Gas Company's                       | <b>Total Amount Due</b>                             | <b>42.71</b> |
| Current Cost of Gas: \$ .53339/Therm    | Current Amount Past Due if not paid by Jul 02, 2003 |              |

\*\*\*Special Discount\*\*\* You may be eligible for the California Alternate Rates for Energy (CARE) program. For more information and to request an application, please call

\*\*\*Descuento Especial\*\*\* Usted podría ser elegible para el programa de Tarifas Alternativas para Energía en California (CARE). Para más información y para pedir una solicitud, por favor llame al

| Energy Comparison | This Year Days | Therms | Daily Average | Last Year Days | Therms | Daily Average |
|-------------------|----------------|--------|---------------|----------------|--------|---------------|
| Jun               | 32             | 35     | 1.09          | 32             | 32     | 1.00          |
| May               | 29             | 64     | 2.21          | 29             | 33     | 1.14          |
| Apr               | 29             | 65     | 2.24          | 29             | 86     | 2.97          |



## Library Card Dialogue Skeleton Dialogue

**Circulation Desk:** May I help you?

**Visitor:** I \_\_\_\_\_ to \_\_\_\_\_ for a \_\_\_\_\_ card.

**Circulation Desk:** Are you a resident of \_\_\_\_\_?

**Visitor:** Yes, I \_\_\_\_\_.

**Circulation Desk:** You'll need to show proof of residency.

**Visitor:** What \_\_\_\_\_ of \_\_\_\_\_?

**Circulation Desk:** You can use a California Driver's License, a current vehicle registration, a current rent receipt or a recent utility bill with your name and address printed on it.

**Visitor:** \_\_\_\_\_ a \_\_\_\_\_.

**Circulation Desk:** That's fine. Here's an application. Fill it out and return it to me.

**Visitor:** Thank you.

## **Lesson 5**

### **Opening a bank account**

**Level:** Beginning Low

### **Lesson Objective**

At the conclusion of the lesson, students will be able define two types of bank accounts and the basic vocabulary associated with each of them, and use this new vocabulary to simulate opening a bank account of their own.

### **Materials needed**

1. Library Card Location Picture (4a).
2. Overhead of Library Card Set Dialogue (4b).
3. Class set of Library Card Listening Exercise (5a); for teacher key see 4b, Lesson 4.
4. Bank Location Picture (5b).
5. \$1,000 bills, set of 10 for each student (5c).
6. Class set of Word Bank Definitions (5d).
7. Overhead of a check (5e).
8. Overhead of Bank Set Dialogue (5f).
9. Overhead and class set of a deposit slip (5g).
10. Overhead and class set of Bank Skeleton Dialogue (5h).
11. EL Civics Resource CD, Dialogues 15-16, Tracks 15-16.
12. EL Civics Unit Tracking Sheet.

### **Language Skills Focus**

Vocabulary, listening and speaking.

### **Teaching Strategies Used**

Whole group instruction and pair work.

**Warm-Up/ Review (*library card*)**

1. Show students the Library Card Location Picture (4a) to cue students that you will be reviewing information on asking for a library card.
2. Read the Library Card Dialogue (4b) aloud as students listen.
3. Put the dialogue on the overhead and read it aloud again while students read along. Be sure to underline key vocabulary from last lesson. Student volunteers can read the dialogues again aloud.
4. Students complete the Library Card Listening Exercise (5a) as the teacher reads the dialogue again aloud (overhead should be turned off at this point).
5. After going over the exercise with the class so they can check their work, students work in pairs to read over the dialogue a few times.

**Introduction**

1. Ask students to raise their hands if they've ever played the lottery (lotto, etc). Chances are, many of them will have done so here, or perhaps in their own country. Tell them that last week, everyone in the class bought a lottery ticket and each of them won \$10,000. Congratulations!
2. Pass out ten \$1,000 bills (5c) to each student. Ask them what they would do with \$10,000. Have them talk in pairs about what they might do with this kind of unexpected money.
3. Ask for volunteers to share some of the things they might do with their money (buy a new car, get new clothes, send it to their family, etc). Note these ideas on the board. Students may be interested in hearing what the teacher would do with such funds, so you may want to tell them some of her own ideas.
4. Tell the class that for the lesson today, you will all spend the money the same way. You will give some away, you will keep some to spend, and you will save some. Draw three columns on the board as follows:

Give Away

Spending Money

Save

5. Have students give ideas about who/ what they would give to, such as family, church, specific charities, etc. Have them give ideas of what they would use their spending money for, such as housing, clothes, food, etc. Then ask them to give ideas about what they might save for, such as a car, a house, college education, vacation, etc. Record all student responses on the board. You may need to do a lot of coaching to elicit answers from students at this level, which is fine.
6. Decide as a class how much money should go in each category (for example, \$2,000/ \$5,000/ \$3,000). Let them know that today they will be putting some of the money into the bank. They will learn about opening a bank account.

## Presentation

### Word Bank

|                 |                 |                  |
|-----------------|-----------------|------------------|
| bank            | savings account | checking account |
| withdrawl       | account number  | deposit check    |
| open an account | interest        | fees             |

**Note that for some of your students, these concepts will be old since they already understand them in their first language, so the vocabulary will be the only new information for them in this lesson. However, for some of your students, those from small villages or from very poor areas, even these concepts may be new. Pay close attention to this so you can teach these concepts a bit more or a bit less as is appropriate for your class.**

1. Write the Word Bank on a side board or a piece of butcher paper. Read each word aloud and have students repeat.
2. Pass out Word Bank Definitions sheet (5d).
3. Explain to students that it's good to keep your money somewhere safe. In the U.S., banks are very safe places to keep money. *Note that depending on where your students come from, it may or may*

## Notes

*not have been a good idea or even a possibility for them to use banks in their home country. In some countries, banks are for foreigners or for wealthy people only, but not for the common person.* Ask students to name some of the banks in your town to check their comprehension of what a bank is. Tell them that today they will use some of their \$10,000 to open an account, a checking account.

4. Take time to explain the difference between the two types of accounts. Be sure to explain the following, writing on the board or overhead:
  - a. Checking account: use checks (use overhead to show what a check looks like, 5e) sometimes pay fees (money you give the bank so you can have a checking account there, usually around \$6.00 a month)
  - b. Savings account: no checks, usually no fees, earns interest (money the bank gives you to keep your money there, usually a small percentage, such as 2%)
5. Use a particular student to help you explain the remainder of the presentation portion of the lesson. For example, "Laura comes into the bank with her \$10,000 and wants to open a checking account. She wants to put \$7,000 in her checking account." Point them back to the three columns you created in the introduction in explanation.
6. Use the Dialogues CD, Dialogue 15, to allow the class to hear how the exchange should sound. You can play the dialogue two or three times for them so they can practice listening.
7. Put the overhead copy of the Bank Dialogue (5f) up on the overhead. Walk students through the dialogue on the overhead, underlining key information and new vocabulary as you go along. Have them listen and repeat, so you can explain vocabulary in the context of the conversation.
8. At the appropriate time while going over the dialogue, teacher puts the transparency of the deposit slip (5g) on the overhead for students to see. Be sure to point out what kind of information they need to know in order to use the slip, such as account number and address. Be sure to explain the terms "deposit" and "withdrawal" clearly, using the students' "money" as an added visual aid.
9. Play Dialogue 16, which has only the new accounts representative's lines from the script. At first have the class answer chorally, then ask for individual volunteers to read with the CD.
10. As a review, ask students to tell you what they need to open a bank account.

## Practice

1. In pairs, students practice the Bank Dialogue on the overhead, taking turns being the customer and bank representative.
2. Pass out to each student a blank deposit slip (5g) as well as a copy of the Skeleton Bank Dialogue (5h).
3. Have students fill out their deposit slip as they please (whatever amount they choose, it doesn't have to be what the class decided upon in the Introduction), and then complete their skeleton dialogue accordingly. They will be opening a savings account this time instead of a checking account.
4. Using their "new" dialogue, students work in pairs to practice opening an account.

## Evaluation

1. Teacher circulates during practice, giving feedback to individual students, as well as addressing the entire class if the same problems surface again and again.
2. At the end of practice time, teacher asks for volunteers to read their dialogue for the class. If students seem to be doing really well with this, have them do a role-play without reading their scripts. Applaud them for any elements they include in their role-play that were stressed in the set dialogue. Record participation on the EL Civics Unit Tracking Sheet.
3. Teacher goes over the Word Bank, asking students to explain what a word means, or to use it in context.

## Application

Students must go into a local bank (if they have their own bank, they should go in there) and get a deposit slip to bring into class. Be sure to tell students they don't need to ask anyone for this. They should be out on a counter and all they need to do is walk in and take one of each. Students bring them to class to show they have gone to the bank. Ask students which bank they went to and where it's located. Students can fill in the bank slip for practice.

## Library Card Listening Exercise

### Warm-Up/ Review Lesson 5

**Circulation Desk:** May I \_\_\_\_\_ you?

**Customer:** I \_\_\_\_\_ to \_\_\_\_\_ for a \_\_\_\_\_ card.

**Circulation Desk:** \_\_\_\_\_ you a \_\_\_\_\_ of \_\_\_\_\_?

**Customer:** Yes, I \_\_\_\_\_.

**Circulation Desk:** You'll \_\_\_\_\_ to show \_\_\_\_\_ of \_\_\_\_\_.

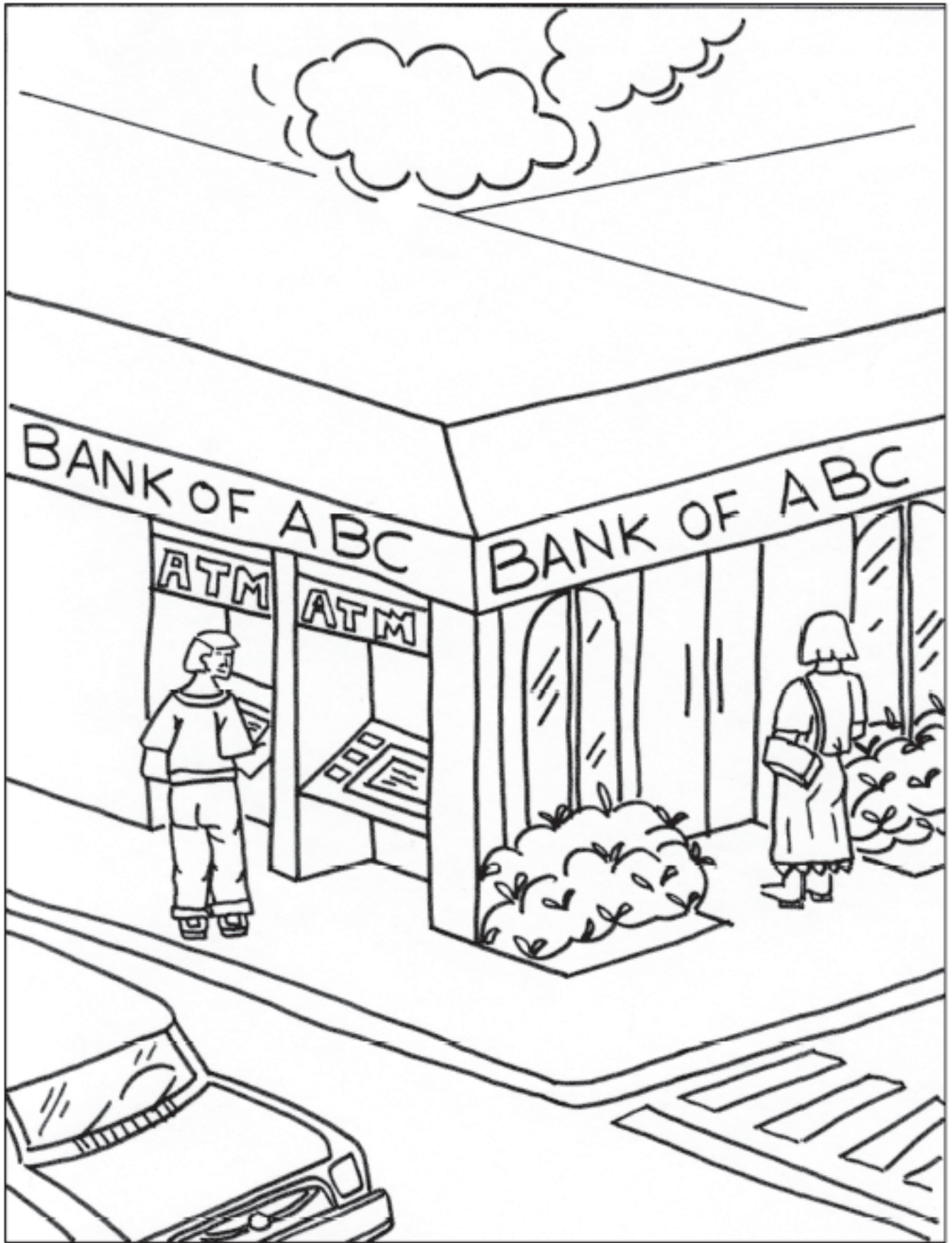
**Customer:** What \_\_\_\_\_ of \_\_\_\_\_?

**Circulation Desk:** You can use a California \_\_\_\_\_ License, a vehicle registration, a \_\_\_\_\_ rent receipt or a recent utility bill with your name and \_\_\_\_\_ printed on it.

**Customer:** \_\_\_\_\_ a \_\_\_\_\_ rent receipt.

**Circulation Desk:** That's fine. Here's an \_\_\_\_\_. Fill it out and \_\_\_\_\_ it to me.

**Customer:** Thank you.



5b





## **Word Bank Definitions**

### **Opening a Bank Account**

1. Bank
2. Savings account
3. Checking account
4. Open an account
5. Interest
6. Check
7. Fees
8. Deposit
9. Withdrawl
10. Account number

# Personal Check

**THERESA RODGERS**  
876 PEDERSON CT 805-535-9875  
WESTLAKE VILLAGE CA 91362

139

DATE \_\_\_\_\_

64.00  
12/27

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

**Bank of America**  
THOUSAND OAKS  
3441 N. MURPHY RD.  
THOUSAND OAKS, CA  
91320

DOLLARS  Member FDIC

FOR \_\_\_\_\_ MP

⑆000158⑆ ⑆115587551⑆ 1325654898852

## **Bank Dialogue**

### **Set Dialogue**

**Bank Representative:** Hello. May I help you?

**Customer:** Hi. I want to open a checking account.

**Bank Representative:** Okay. Do you have two kinds of identification?

**Customer:** Like what?

**Bank Representative:** A driver's license or identification card and a credit card or other card with your name on it?

**Customer:** Yes. I have a driver's license and a Mervyn's credit card.

**Bank Representative:** Great. And how much are you going to deposit in the account?

**Customer:** \$7,000.

**Bank Representative:** Okay. Your checking account number will be 0499-36742. You need to fill out a deposit slip.

**Customer:** Okay. Thank you.

# Deposit Slip

DEPOSIT TICKET

**✓**  CASH ▶

90-3186/1211  
423336262

\_\_\_\_\_  
OR TOTAL FROM OTHER BANK

SUB TOTAL ▶

\* LESS CASH RECEIVED ▶

\$ \_\_\_\_\_

000158    115587551    1325654898852

**WORLD SAVINGS®**  
1596 North Moorpark Road  
Thousand Oaks, California 91360-5129  
www.worldsavings.com

DATE \_\_\_\_\_  
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED) \*

© 2011 WFS. USE BY OTHER BANKS SUBJECT TO THE PROVISIONS OF THE ANTI-MONEY LAUNDERING ACT AND ANY APPLICABLE COLLECTION AGREEMENT.

Front

|   |          |
|---|----------|
| CURRENCY COUNT - FOR FINANCIAL INSTITUTION USE ONLY |          |
| ¢ 100   |          |
| ¢ 50  |          |
| ¢ 20  |          |
| ¢ 10  |          |
| ¢ 5   |          |
| ¢ 2   |          |
| ¢ 1   |          |
| <b>TOTAL</b>  | \$ _____ |

CHECKS LIST SHOULD BE ATTACHED TO FRONT SIDE

TOTAL MUST BE PRINTED ON FRONT SIDE

Back

## Bank Dialogue Skeleton Dialogue

**New Accounts Representative:** Hello. May I help you?

**Customer:** Hi. I \_\_\_\_\_ to open a \_\_\_\_\_ account.

**New Accounts:** Okay. Do you have two kinds of identification?

**Customer:** Like \_\_\_\_\_?

**New Accounts Representative:** A driver's license or identification card and a credit card?

**Customer:** Yes. I \_\_\_\_\_ a \_\_\_\_\_ and a \_\_\_\_\_.

**New Accounts Representative:** Great. And how much are you going to deposit in the account?

**Customer:** \$ \_\_\_\_\_.

**New Accounts Representative:** Okay. Your account number will be 0499-86439. You need to fill out a deposit slip.

**Customer:** Okay. Thank you.



**Assessment Description:** *Role-play. Students will simulate a specific transaction at a location. Transaction and location will be determined by the assessor. Assessor will act as the worker at the given location. The assessor should be someone other than the students' teacher.*

The students have been taught vocabulary and basic dialogue for the following specific transactions:

1. Calling to excuse their child's absence from school.
2. Calling to make a doctor appointment.
3. Asking for the location of materials in the library.
4. Asking for an application for a library card.
5. Opening an account at a bank.

Sample dialogues have been provided, however it is not expected that students will follow these without any deviation or error. The dialogues are those that students have seen and worked on in class and have been provided to show the assessor exactly what students have been taught. Use these as a guide, perhaps to help students get back on track if they seem confused or flustered.

Students are familiar with the picture location cards, which will serve as a cue for them to know on which transaction they are being assessed. Show them the location card and begin the dialogue as appropriate. Try to keep your responses to the students as close to the dialogue as possible, in order to create a more comfortable environment for students.

Assessments should be fairly quick, only taking about 1-2 minutes each since students should be well acquainted with their task by this point. It is only necessary to assess each student on one of the five transactions listed above.



# Assessment Section

## Scoring Sheet

Unit 2

### Role Play Assessment Scoring Sheet

Score \_\_\_\_\_

Student Name \_\_\_\_\_

ID # \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

4 point scale (Circle one)

4 = student completes task with ease. Comprehends what is said and replies in short sentences or one word answers.

3 = student completes task with some difficulty. Comprehends most of what is said and replies successfully to most questions. Is able to ask for clarification or repetition when needed.

2 = student has more difficulty completing task. Is able to complete task but must ask for continued clarification and most questions to be repeated.

1 = student cannot complete task. Has trouble responding to questions and is not able to respond to some questions.

Must have at least 3 points to pass.

### Role Play Assessment Scoring Sheet

Score \_\_\_\_\_

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1 = student cannot complete task. Has trouble responding to questions and is not able to respond to some questions.

Must have at least 3 points to pass.

**Office:** Good morning, Park Oaks Elementary School.

**Student:** Hello. I would like to report my child's absence.

**Office:** Okay. What's your child's name?

**Student:** \_\_\_\_\_.

**Office:** Who's her/ his teacher?

**Student:** \_\_\_\_\_.

**Office:** And why is she/ he absent today?

**Student:** She's/ He's sick.

**Office:** Are you her mother (father)?

**Student:** Yes, I am.

**Office:** What's your name?

**Student:** \_\_\_\_\_ .

**Office:** Thank you.

**Student:** Thank you, good-bye.

## Assessment Section

### Doctor Appointment

### Unit 2

**Office:** Good morning, Dr. Gorman's office. May I help you?

**Patient:** I need to make an appointment to see Dr. Gorman.

**Office:** Are you a new patient?

**Patient:** No.

**Office:** Why do you need to see the doctor?

**Patient:** My \_\_\_\_\_ hurts.

**Office:** How long has your \_\_\_\_\_ hurt?

**Patient:** \_\_\_\_\_ days.

**Office:** Do you have a fever?

**Patient:** \_\_\_\_\_.

**Office:** Okay. Can you come in today at 3:00?

**Patient:** No. I have to work. Can I come \_\_\_\_\_?

**Office:** Yes. How about 9:30?

**Patient:** That's fine.

**Office:** What's your name?

**Patient:** \_\_\_\_\_.

**Office:** Can you spell that?

**Patient:** \_\_\_\_\_.

**Office:** And your phone number?

**Patient:** \_\_\_\_\_.

**Office:** Do you have insurance?

**Patient:** \_\_\_\_\_. *(If "yes," skip the office visit fee. If "no," tell them the office fee.)*

**Office:** Okay. An office visit is \$50. You need to pay when you come to the office.

**Patient:** Okay.

**Office:** Okay, we'll see you \_\_\_\_\_ at 9:30.

**Patient:** \_\_\_\_\_ at 9:30. Thank you.

**Reference Desk:** May I help you?

**Visitor:** I need to find a biography of George Washington.

**Reference Desk:** Okay. Let me find that on the computer for you.  
Here's the name and number for a couple of them.

**Visitor:** Can you tell me where they are?

**Reference Desk:** Sure. Do you see the sign that says non-fiction over there?

**Visitor:** Yes.

**Reference Desk:** Okay. Go straight to that sign and the books are to the right of that sign.

**Visitor:** Thank you.

**Reference Desk:** No problem.

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**Reference Desk:** May I help you?

**Visitor:** Do you have any books in \_\_\_\_\_? (a language)

**Visitor:** Yes, I think we do. They are over there after all the fiction books. That's where our foreign language books are.

**Visitor:** Do you have any books by \_\_\_\_\_?

**Reference Desk:** Let me look in the computer. Yes, we have two and they should be on the shelf.

**Visitor:** Great. Thank you.

**Reference Desk:** No problem.

**Circulation Desk:** May I help you?

**Visitor:** I need to apply for a library card.

**Circulation Desk:** Are you a resident of \_\_\_\_\_?

**Visitor:** Yes, I am.

**Circulation Desk:** You'll need to show proof of residency.

**Visitor:** What kind of proof ?

**Circulation Desk:** You can use a California Driver's License, a current vehicle registration, a current rent receipt or a recent utility bill with your name and address printed on it.

**Visitor:** Here's a \_\_\_\_\_.

**Circulation Desk:** That's fine. Here's an application. Fill it out and return it to me.

**Visitor:** Thank you.

Assessment Section  
Opening a Bank Account

Unit 2

**New Accounts Representative:** Hello. May I help you?

**Customer:** Hi. I want to open a \_\_\_\_\_ account.

**New Accounts Representative:** Okay. Do you have two kinds of identification?

**Customer:** Like what?

**New Accounts Representative:** A driver's license or identification card  
and a credit card?

**Customer:** Yes. I have a \_\_\_\_\_ and a \_\_\_\_\_.

**New Accounts Representative:** Great. And how much are you going  
to deposit in the account?

**Customer:** \$\_\_\_\_\_.

**New Accounts Representative:** Okay. Your account number will be  
0499-86439. You need to fill out a deposit slip.

**Customer:** Okay. Thank you.