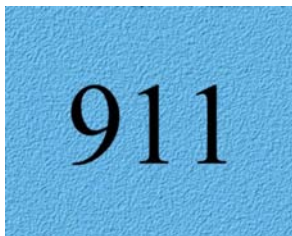




Survival Kit



INTRODUCTION

Before tutors and students can begin planning lessons, goals need to be set according to those expressed by the student and his/her existing level of English. Once the goals have been set (to gain employment, to be able to shop independently, to be able to communicate with their children's teachers, etc.) then the planning can begin.

This packet (1 of 10) has been developed to assist tutors in creating lessons that will help students in a practical manner in their every-day life. Life skills are listed under each topic or subject with ideas for practice activities. The use of real-life material, e.g. actual application forms, the telephone directory, the newspaper, in the lesson provides the student an opportunity to practice in a safe, non-threatening environment. Some examples of real-life material are included.

To give the tutor and the student satisfaction that progress is being made toward the goals, an **Achievement Log** has been developed. The log is for the recording by the student of those accomplishments achieved beyond and outside the lesson time. It might be that your student can now make phone calls, help a child with homework, write a note or fill out an application form. An awareness of these changes will motivate your student to set the next goals.

Use of this *Survival Kit* before starting any of the other packets is recommended with beginning students because it contains the most essential life skills.

Materials for These Techniques

Ads	3" x 5" index cards
Catalogs	Colored markers
Telephone Directories	Post-It Notes
Forms	Currency
Clock	Calendar

SURVIVAL KIT

Here are some life skills that can be used as a basis for a lesson along with suggestions for practice activities.

Essential Personal Information:

1. Speak, read, and write name, address, telephone number, and Social Security number.

Suggestions: Exchange this information with each other.

2. Fill in a simple personal data form.

Suggestions: Collect a variety of simple forms, e.g. magazine subscription forms. (See page 10).

3. Fill out a "Contact in Case of Emergency" card for wallet or purse.

First Essential Skills:

1. Pronounce and write the letters of the alphabet.

Suggestions: Have the student spell out his/her name and family members' names and addresses and then write them.

2. Speak and write numbers.

Suggestions: Exchange telephone numbers and birth dates. Circle and read the prices of items in ads, flyers, or catalogs.

Money:

1. Recognize U.S. coinage and bills.

2. Ask for and make change.

Suggestions: Use receipts, ads, or flyers with prices of items. Read the totals of the receipts and the prices of items in ads or flyers and make up the amounts in coins and bills.

Emergency Services:

1. Find and write down the phone numbers for emergency services: Fire Department, Police Department, Ambulance Service, etc.

Suggestions: Write words related to emergency services on 3 by 5 cards. Examples: Fire, Police, Hospital, Poison Control. Pronounce the words. Circle the words on photocopied pages of the telephone directory. Prepare a list of emergency numbers to be kept by the phone. (See page 9).

2. Make a call for an emergency service to 911.

Suggestions: Discuss the difference between 911 and non-emergency numbers. Decide on the relevant vocabulary needed to make a call. Write the words on 3 by 5 cards. Pronounce the words. Together practice the conversation that would be used in making a call.

3. Read important location signs: Hospital, Library, Police Station, etc.

Suggestions: Write the words on 3 by 5 cards. Pronounce the words.

4. Discuss home evacuation procedures.

Suggestions: Make a floor plan of the house and plan evacuation procedures for fire, severe weather, and other emergencies.

5. Discuss the importance of smoke and carbon dioxide detectors. Read and understand the directions for their use.

Date and Time:

1. Ask and give time (analog and digital).

Suggestions: Read and give the time in a variety of formats: 3:15, three-fifteen, fifteen minutes after three o'clock, quarter after three, etc.

2. Speak and write the days of the week and the names of the months.

Suggestions: Write the words on 3 by 5 cards. Speak and read them. Put the cards of the days and months in their correct order.

3. Speak and write the date using different American formats, e.g., April 9, 2004, 4/9/2004, 04/09/04.

4. Understand and use a calendar. (See page 8).

Suggestions: Use the calendar to schedule lessons and note important dates such as birthdays and holidays. Make a word search using words that the learner has been working on.

Give and Ask for Simple Information:

My name is [fill in the blank].

I live at [fill in the blank].

My Zip Code is [fill in the blank].

Excuse me. Can you speak more slowly please?

Excuse me. What is your name?

Excuse me. Where is the Post Office?

Activities for Building Vocabulary

Scavenger/Treasure Hunt: Make a list of words relating to the topic being studied, e.g. food, furniture, dictionary terms, etc. and ask the student to find them as you follow along, or if feasible, bring the objects to you. Variation: Say the word and ask the student to write the word on a Post-It Note and attach it to the located object.

Scrabble Game. Distribute the Scrabble tiles as directed by the game. Ask the student to spell out any word he/she can with these pieces. Play and score as in regular Scrabble as you and the student compete for points. Variation: Have student throw a die to determine how many tiles can be picked from all the tiles on the table and used to form words.

Reading Numbers. Create a deck of cards consisting of one digit on each card. Shuffle and lay down three cards, for example 352, and read the number aloud. Ask student to place one card next to any of the three digits and then read aloud the resulting number. For example, placing a 4 next to the first card results in “four hundred fifty-two.” Placing a 4 next to the second card results in “three thousand four hundred fifty-two.” Variation: Place a dollar sign to the left and include a decimal.¹

Board Game. Trace around a quarter to form a series of circles across the top, bottom, and both sides of a sheet of paper. Write a vocabulary word inside each circle. Ask student to roll a die and move his/her marker (button or penny) that many spaces and then say a sentence using the word on which he/she landed. Variation: Play the same way but student asks a question using the word landed on.²

Dictation. Select or compose a short story or passage containing vocabulary words studied. Dictate the story. Provide the student with a printed version of the story with lines representing words omitted. Ask the student to listen to the story and write in the missing words on the lines provided as the dictation is given. Gauge the number of missing words according to the ability of the student—provide a small number for beginners and a larger number for more advanced students. Variation: Record the story on a tape so the student can do it as homework and can listen to the tape as often as needed.

Strip Story. For beginning students, write each sentence that makes up a short story on strips of paper. For more advanced students write the main events that make up a story on strips of paper, one event to each strip. Read the story to the student or ask the student to read it. Ask the student to arrange the strips of paper in the proper order of the story.

Concentration. Write matching pairs of vocabulary words on cards, e.g. holidays and the dates, antonyms, synonyms, idioms, etc. Place the cards face down on the table. Student turns over one card and tries to find the matching card. If cards match, they are left on the table face up. If cards do not match, both cards are turned over and two more cards are selected. Game continues until all cards have been turned over. Variation: Play this game with two or more students.

¹ Source: Hands-on English, Vol. 11, No. 1, May/June, 2001.

² Source: Hands-on English, Vol. 12, No. 5, January/February, 2003.

Create Your Own Wordsearch

Name: _____ Date: _____

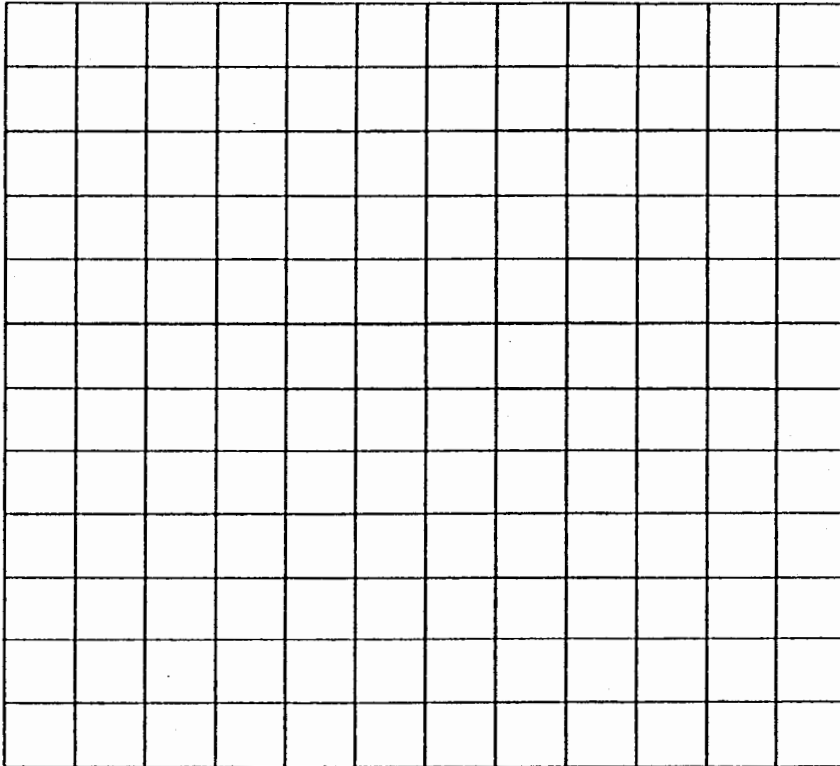
y	x	n	a	m	e	h	s	t	v	a	l
p	o	x	m	a	d	d	r	e	s	s	d
f	f	i	r	e	s	t	m	d	i	d	l
h	s	t	o	a	p	o	l	i	c	e	n
s	t	e	l	e	p	h	o	n	e	d	n
a	l	m	s	u	v	h	d	n	a	i	o
m	o	p	n	u	m	b	e	r	d	e	f
o	l	i	b	r	a	r	y	m	f	h	i
u	y	w	h	f	p	o	d	h	x	z	o
a	l	a	m	b	u	l	a	n	c	e	b
m	o	a	f	q	b	r	c	d	e	e	d
n	g	p	h	i	u	v	j	s	l	k	e

Words:

- ✓ name
- address
- telephone
- number
- fire
- police
- ambulance
- library

Create Your Own Wordsearch

Name: _____ Date: _____



Words:

MONTH _____

YEAR _____

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

IMPORTANT NAPERVILLE PHONE NUMBERS

(All numbers are 630 area code unless otherwise specified)

All Emergencies & Ambulances.....	911	Edward Hospital.....	355-0450
Cellular Emergencies.....	*999	Poison Control	800-942-5969
Police Non-Emergency.....	420-6666	Municipal Center.....	420-6111
Fire Non-Emergency.....	420-6142	Park District	848-5000
DuPage County Sheriff.....	682-7256	Naper Settlement.....	420-6010
Naperville Development		Naperville Convention	305-7701
Partnership	305-7701	& Visitors Bureau	877-23NAPER



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ACHIEVEMENT LIST OF REAL LIFE SKILLS USING ENGLISH

Name of learner: _____ Date: _____

Name of tutor: _____

What have you achieved and what are you able to do now or do better in everyday life?	Listen	Speak	Read	Write
Spell out my name and address.		✓		✓
Fill out a variety of simple forms with name, address, and phone number			✓	✓
Say my telephone number when asked	✓	✓		

Check (✓) any changes/achievements:

	✓	Date
Received US Citizenship		
Registered to Vote or Voted for the first time		
Gained Employment		
Obtained Job Advancement		
Obtained GED		
Entered other Ed. or Voc. Program		

What do you still want to learn?

What do you want to be able to do?
