



# Shopping



## 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.

### Materials for These Techniques

Newspaper Ads	3 by 5 cards
Catalogs	Colored Markers
Telephone Directories	Post-It Notes
Forms	Contracts
Receipts/bills	Clothing Care Tags
Coupons	Clothing Size Charts

## SHOPPING

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

1. Call a store for information regarding store hours, location, available products, etc.

Suggestions: Identify the words that the learner needs to learn. Write them on 3 by 5 cards. Together practice the telephone conversation.

2. Read posted store hour signs: Open, Closed, Monday-Friday, 9 a.m. to 9 p.m., Saturday, 12 p.m. to 5 p.m., etc.

Suggestions: Write the words on 3 by 5 cards. Read and discuss the words. Visit some stores and read the signs.

3. Read basic interior store signs: In, Out, Exit, Furniture, Cosmetics, Appliances, Auto, Men, Misses, Boys, Men, Petite, Infants, etc.

Suggestions: Write the words on 3 by 5 cards. Read and discuss the words. Visit some stores and read the signs.

4. Read and understand advertisements (flyers, newspaper ads, catalogs) for clothing, household goods, etc.

Suggestions: Select a variety of items and compare prices using the flyers, ads, and catalogs.

5. Read prices posted in stores: "Sweaters \$19.99" or "Jackets \$39.99" Read prices on attached price tags: "\$18.49"

Suggestions: Read and discuss prices in ads, flyers, and catalogs. Visit stores and examine prices of a variety of items. Understand sale prices and discounts, e.g. 50% off, two for the price of one, buy one—get one free, senior-citizen discounts, etc.

6. Locate where a particular item is located within the store by reading the store directory or asking a salesperson.

Suggestions: Select the words that the learner needs to learn. Together practice asking for information. Visit a store that has a directory and practice locating different departments using the directory.

7. Ask the price of an item, e.g. "How much does this cost?"

Suggestions: Select the words that the learner needs to know. Together practice asking for the prices of a variety of items.

8. Read and understand American sizes in clothing/shoes.

Suggestions: Together interpret size charts in catalogs and determine what size the learner would order for himself/herself or his/her family's clothing from a number of different items listed in a catalog, e.g. shirts, blouses, dresses, shoes, jackets, pants, etc. Review important size labels: small, medium, large, X-large, petite, toddlers, misses, etc. (See page 11 for a size chart and page 12 for a crossword puzzle on buying clothes).

9. Request a specific size, color, or price. For example, "Do you have this shirt in a medium?" or "Do these socks come in black?"

Suggestions: Learn the names of different types of clothing. Together practice requesting items with specific sizes, colors, and prices.

10. Understand different methods of payment (cash, check, charge, lay-away).

Suggestions: Discuss different methods of payment and the method that the learner uses. Practice any other method that the learner might want to use.

11. Ask for a receipt and understand the types of receipts (cash, check, store charge, bank charge card), as well as the importance of keeping one's receipts.

Suggestions: Select relevant vocabulary related to understanding receipts, e.g. amount, total, sale item, tax. Write these words on 3 by 5 cards. Find and circle the words on an assortment of receipts. (See page 20).

12. Express a need to exchange or return an item, e.g. "I need to exchange this shirt. This one is too small/big." Or "I need to return this toaster because it doesn't work."

Suggestions: Select the vocabulary needed to exchange or return an item. Together practice the conversation.

13. Fill in a refund form.

Suggestions: Collect a variety of forms with which to practice.

14. Read and understand clothing-care tags and labels, e.g.,

**MACHINE WASH COLD  
DELICATE CYCLE  
ONLY NON-CHLORINE BLEACH WHEN NEEDED  
TUMBLE DRY LOW  
WARM IRON IF NECESSARY**

Suggestions: Identify the words the learner needs to learn. Write them on 3 by 5 cards. Read and discuss them. Examine a variety of labels and ask the learner to explain how he/she would care for the item.

15. Find and read information in the Yellow Pages. Attempt to locate a variety of services and products, e.g. local dry cleaners, food stores, auto repair shops, carpet cleaning, etc.

Suggestions: Read and write the necessary information to be able to phone the store and/or find the store by walking/car/bus.

16. Read and understand how store catalogs are organized, how to locate an item and determine available colors, sizes, prices, cost of shipping and handling, etc.

Suggestions: Select an item that the learner needs and use the catalog to choose one that is the right price, color, and size

17. Open a store credit card.

Suggestions: Obtain a store credit card application and practice filling it out. Discuss the pros and cons of buying on credit.

18. Order from a catalog by phone.

Suggestions: Identify the words that the learner needs to learn. Together practice the telephone call.

19. Order from a catalog by mail by filling out the order form.

Suggestions: Select an item from a catalog. Fill out the order form for the selected item. (See page 10)

20. Write a letter to question a bill.

Suggestions: Discuss the problem. Decide on the words that are needed for the letter. Together write the letter.

21. Write a consumer complaint letter regarding inferior service or products.

Suggestions: Discuss the problem. Decide on the words that are needed for the letter. Together write the letter.

22. Clip and use coupons.

Suggestions: Together clip coupons from newspapers and magazines for products/services the learner can use. Read the coupons to determine expiration date, discount, terms of use. (See page 9).

23. Know the procedure for renting an apartment or house.

Suggestions: Locate sources for rental properties. Read and discuss the advertisements. Locate the property on a map. Discuss vocabulary needed to communicate with the landlord, e.g. "How much is the rent?" "Is there a garage?" "My kitchen faucet is dripping." "My heat is not working."

24. Read and understand a contract that will be signed for consumer services.

Suggestions: Obtain copies of consumer contracts such as renting an apartment, roofing, painting, landscaping. Read, discuss, and understand the elements of the contract.

25. Understand how to contact consumer protection agencies, e.g. Better Business Bureau, Consumer Product Safety Commission, local health department, etc.

Suggestions: Discuss what information needs to be given. Using a telephone directory, locate the address and phone number. Practice writing a letter or making the phone call.

26. Understand how to search for information as a guide to choosing products/services to be purchased.

Suggestions: Obtain copies of publications that review and rate products/services, e.g. *Consumer Reports*, *Consumer's Resource Handbook*, *Consumer Information Catalog*. Read and discuss the information.

## 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.<sup>1</sup>

**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.<sup>2</sup>

**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.

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

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

Create Your Own Wordsearch

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

L	I	N	S	T	O	R	E	Q	S	T	O
C	A	T	A	L	O	G	P	K	Z	A	I
N	E	E	I	L	C	D	H	J	B	O	C
C	U	D	P	R	I	C	E	S	L	X	H
W	C	E	M	E	D	I	U	M	P	M	A
M	O	W	N	F	E	D	D	A	J	A	R
F	S	O	I	U	J	K	I	L	K	L	G
A	T	Z	O	N	N	U	A	L	I	W	E
B	U	R	S	D	C	J	C	I	E	F	C
R	E	C	E	I	P	T	Q	G	A	T	A
X	B	E	N	Z	F	S	I	Z	E	S	R
L	A	R	G	E	I	N	O	P	H	M	D

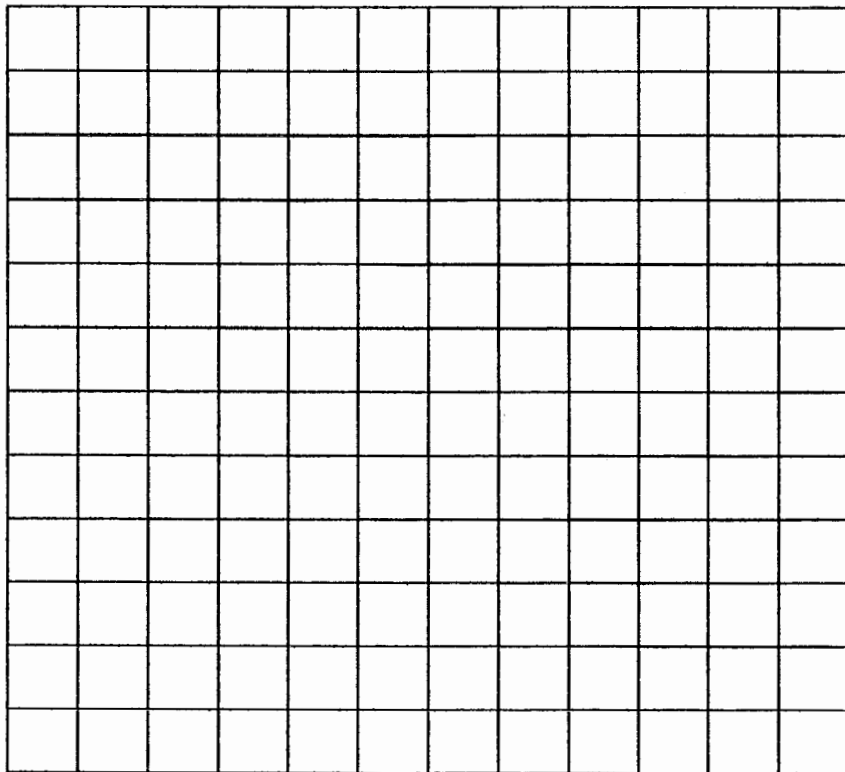
Words:

- ✓ 1. STORE
- 2. CATALOG
- 3. SIZES
- 4. MEDIUM
- 5. SMALL
- 6. REFUND
- 7. PRICES
- 8. RECEIPT
- 9. CHARGE CARD
- 10. COST
- 11. LARGE



## Create Your Own Wordsearch

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



**Words:**

**10% OFF**  
**Any Art or Service**

*My Art & Home Gallery*  
 Artists: Moore's

- Glass & Mural Painting
- Refinished Antique Furniture
- Ceramic Home Decor
- Handmade Art Work
- Hand Painted Furniture
- Fine Art Painting

440 W. Jefferson Ave. • Naperville  
 (Same location as Artistic Nails)  
**853-0217 • 357-3599**  
 With coupon • Good through 2004

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Specializing in  
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NAPERVILLE-SOUTH (95th & Rt. 59) 630-922-3600	AURORA (Dominicks, Eola & New York) 630-978-5150
NAPERVILLE-EAST (Dominicks, Naper & 75th) 630-544-5220	BOLINGBROOK (Weber Road) 630-226-5670

1 coupon per person or family, per visit. Not valid with any other offer. Expires 12-31-04

**\$5<sup>00</sup> OFF**  
 Any purchase of \$25 or more



**PLAY IT AGAIN SPORTS**

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 Washington Street entrance  
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Not valid with any other offer. One coupon per customer. Coupon good at time of purchase only. Expires 12-31-04

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**2 NAPERVILLE LOCATIONS:**

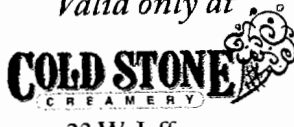
952 W. 75th St.  
 —AND—  
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- CALL: Order Toll Free at the above number**
- MAIL: Simply fill out the order form below**
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- INTERNET: Click on Order From Catalog at [www.amerimark.com](http://www.amerimark.com)**

**Place charge card orders 24 hours a day, 7 days a week.**  
 Please have your completed order form and charge card handy. If you have questions about an existing order, call Customer Service at 1-440-826-1712 Mon - Fri, 8am - 9pm EST or e-mail anytime at [custservice@amerimark.com](mailto:custservice@amerimark.com)

Just in case we have to phone you...  
 Daytime Phone ( ) \_\_\_\_\_

**SHIP TO:** To have a package shipped to an address other than your mailing address:  
 Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**2** For an order confirmation print e-mail address here: \_\_\_\_\_  
 May we e-mail you special offerings?  Yes  No  
 NOTE: We do not rent or sell your e-mail address to anyone

PAGE	QTY	STYLE #	COLOR/CHOICE	SIZE	COLOR NAME	DESCRIPTION OF ITEM	PRICE EACH	TOTAL
	01	50373	00	000		Anthony Richards Sparkly Comb		FREE

**Express Delivery Service - Only \$7.95 More!**  
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**Payment Method:** (Check One)  
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(payable to Anthony Richards)  
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**Satisfaction 100% Guaranteed!**  
 Thank you for your order!

CARD EXPIRES (Mo./Yr.) \_\_\_\_\_  
 SIGNATURE \_\_\_\_\_

**4 SHIPPING & HANDLING**

Order Total	Add
Up to \$20.00	\$4.99
\$20.01 to \$40.00	\$5.99
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TOTAL MERCHANDISE	\$
Add Shipping & Handling	\$
Add \$7.95 for Express Delivery	\$
Guaranteed replacement of lost/damaged merchandise	\$ .95
<b>Subtotal</b>	\$
Ohio residents add 8% sales tax on Subtotal	\$
<b>TOTAL AMOUNT DUE</b>	\$

# HOW TO GET THE CORRECT SIZE

**Hats:** Measure around head with tape above brow ridges. Convert inches to hat size using the chart below.

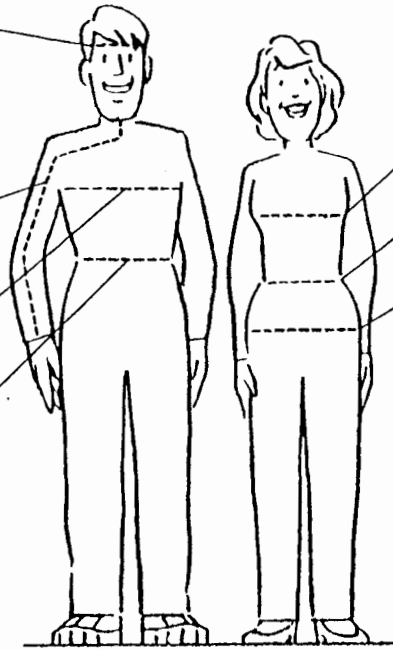
**Neck:** Take a shirt with a collar that fits you well. Lay collar flat, and measure from center of collar button to far end of button hole. Number of inches = size.

**Arm:** Bend elbow, and measure from center of neck (backside) to elbow and down to wrist. Number of inches = size.

**Chest:** Measure around fullest part of chest, keeping tape up under arms and around shoulder blades.

**Waist:** Measure around waist, over body (not over shirt or slacks) at the height you normally wear your slacks. Keep one finger between tape and body. Number of inches = size.

**Inseam:** Take a pair of pants that fits you well. Measure from the crotch seam to bottom of pants. Number of inches (to the nearest 1/2") = inseam length. We inseam free!

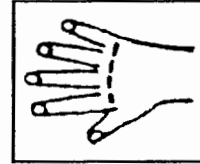


**Bust:** Measure around fullest part of bust, keeping tape up under arms and around shoulder blades.

**Waist:** Measure around waist over body (not over shirt or slacks). Keep one finger between tape and body.

**Hips:** Stand with heels together, and measure around fullest part.

**Belts:** Order the same size belt as your pant waist size. If between "even" sizes, order the next larger size.



**Gloves:** Measure around hand at fullest part (exclude thumb). If right-handed, use right hand, and vice versa. Number of inches = size.

## Hats

Head Size:	21 1/2"	21 1/4"	22 1/4"	22 1/2"	23"	23 1/2"	23 3/4"	24 1/4"
Hat Size:	6 3/4	7	7 1/4	7 1/2	7 3/4	7 3/4	7 3/4	7 3/4
Order Size:	Small		Medium		Large		X-Large	

## Men's

### HEIGHT:

Short 5'3"-5'7"  
Regular 5'8"-6'0"  
Tall 6'1"-6'3"

	X-Small	Small	Medium	Large	X-Large	XX-Large
Neck	13	13 1/2	14	14 1/2	15	15 1/2
Chest	30	32	34	36	38	40
Waist	24	26	28	30	32	34
Arm (Reg.)	31 1/2	32	32 1/2	33	33 1/2	34
Arm (Tall)	—	—	34	34 1/2	35	35 1/2

## Women's

### HEIGHT:

Regular 5'4"-5'7"  
Tall 5'8"-5'11"

	X-Small	Small	Medium	Large	X-Large
Bust	33	34	35	36	37 1/2
Waist	25	26	27	28	29 1/2
Hip	35 1/2	36 1/2	37 1/2	38 1/2	40
Arm (Reg.)	29 1/2	30 1/2	30 1/2	31 1/4	31 1/2
Arm (Tall)	30 1/2	31 1/2	31 1/2	32 1/4	32 1/2

## Women's

### True Petite

Height 4'11"-5'3"  
Hip (7 1/2" down)

	4P	6P	8P	10P	12P	14P	16P	18P
Bust	32	33	34	35	36 1/2	38	39 1/2	41 1/2
Waist	24	25	26	27	28 1/2	30	31 1/2	33 1/2
Hip	34 1/2	35 1/2	36 1/2	37 1/2	39 1/4	40 1/2	42 1/2	44 1/2
Arm (cbrn)	28 1/2	28 1/2	29 1/4	29 1/2	30	30 1/2	30 1/2	31 1/2

## Infants

Size	3 month	6 month	12 month	18 month	24 month
Weight	up to 13 lbs.	14-18 lbs.	19-22 lbs.	22 1/2-25 1/2 lbs.	26-29 lbs.
Height	up to 24"	25"-27"	27 1/2"-29"	29 1/2"-31"	31 1/2"-33"

## Toddlers

	S	M	L
2T	3T	4T	
Height	33	36	39
Chest	21	22	23
Waist	20	20 1/2	21
*Hip	22	23	24

## Little Girl

	S	M	L
4	5	6	6X
Height	39	42	45
Chest	23	23 1/2	24 1/2
Waist	21	21 1/2	22
Hip	23	24	25

## Girl

	S	M	L	XL
7	8	10	12	14
Height	49	52	55	58
Chest	26	27	28	30
Waist	22 1/2	23	24	25
Hip	27	28	30	32

## Little Boy Slim

	S	M	L
4S	5S	6S	7S
Height	39	42	45
Chest	22	22 1/2	23 1/2
Waist	19	19 1/2	20
Hip	22	23	24

## Little Boy

	S	M	L
4	5	6	7
Height	39	42	45
Chest	23	23 1/2	24 1/2
Waist	21	21 1/2	22
Hip	23	24	25

## Boy

	S	M	L	XL
8	10	12	14	16
Height	52	55	59	62
Chest	27	28	30	32
Waist	23	24	25	26 1/2
Hip	27	28	29	31

## Boy Slim

	S	M	L	XL
8S	10S	12S	14S	16S
Height	52	55	59	62
Chest	25 1/2	26 1/2	28 1/2	30 1/2
Waist	21	22	23	24
Hip	25 1/2	26 1/2	27 1/2	29 1/2

## Boy Husky

	8H	10H	12H	14H	16H	18H	20H
Height	52	55	59	62	64	66	68
Chest	29 1/2	30 1/2	32 1/2	34 1/2	35 1/2	37	38 1/2
Waist	26	27	28	29	30 1/2	31 1/2	32 1/2
Hip	30	31	32	34	36	37 1/2	39

## Mittens & Gloves:

Measure around hand at fullest part (exclude thumb). If right-handed, use right hand, and vice versa. Number of inches = size.

XS	5"	size 5
S	6"	size 6
M	7"	size 7
L	8"	size 8



## Hats

Head Size:	21 1/2"	21 1/4"	22 1/4"	22 1/2"	23"	23 1/2"	23 3/4"	24 1/4"
Hat Size:	6 3/4	7	7 1/4	7 1/2	7 3/4	7 3/4	7 3/4	7 3/4
Order Size:	Small		Medium		Large		X-Large	

## Traditional or Relaxed fit?

Most of our garments are one or the other. Traditional is a comfortable, more tailored fit, the one that's always been our mainstay. Relaxed is a roomier, more casual fit: larger chest, wider armholes in tops, roomier thigh and seat in pants.

## Unisex Sizing

We carry some items with unisex sizing. Please refer to the catalog copy to find your correct size in those products.

## Children's



**HEIGHT:** Child should stand in stocking feet, with feet together, back to a wall. Measurement from crown of head to the floor = height.

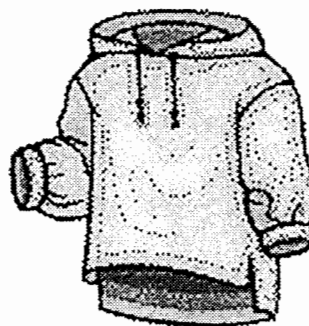
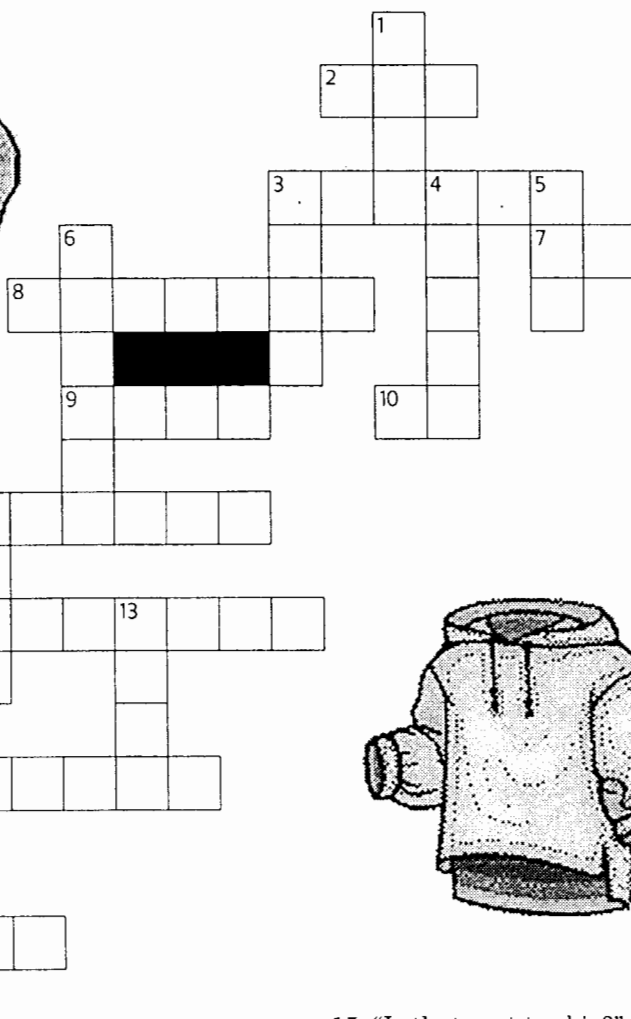
## CHEST, WAIST, HIPS:

Use the directions for Adults shown above.

## \*Special Note:

Toddler hip measurements should be taken over diaper.

# Multi-level crossword puzzle: Shopping for clothes



## Word list

big  
clean  
cooler  
doesn't  
don't  
good  
it  
larger  
like (2 times)  
machine  
on  
short  
small  
smaller  
too  
warmer  
wash  
well

## Level A (easier)

### Across clues

2. This coat is much too \_\_\_\_\_. I need a smaller one.
3. This shirt is much too small. It \_\_\_\_\_ fit.
7. "This looks nice." "Would you like to try it \_\_\_\_\_?"  
"Yes, sure."
8. "I like this sweater. Is it \_\_\_\_\_ washable?" "No, but you can hand wash it."
9. "How do you like this sweater?" "It's perfect! It looks \_\_\_\_\_ on you. I think you should buy it."
10. "Do you like this scarf?" "Yes, I like \_\_\_\_\_ a lot."
11. "That jacket looks good. Are you going to buy it?"  
"No, it's too light for winter. I need something \_\_\_\_\_."
12. It's too big. Can I try a \_\_\_\_\_ size?
14. "That's a nice sweater." "Yes, but it's too heavy for summer. I need something \_\_\_\_\_."

15. "Is that coat too big?" "No, it fits very \_\_\_\_\_. I'll buy it."
16. These pants are too \_\_\_\_\_. I need a larger size.

### Down clues

1. "Here's a red sweater." "Oh, I \_\_\_\_\_ this color! It looks beautiful."
3. I like this shirt, but I \_\_\_\_\_ like this color. Do you have it in blue?
4. Daughter: "I like this skirt!" Mother: "It's too \_\_\_\_\_. You need a longer one."
5. "Do you think this dress is \_\_\_\_\_ long?" "Yes, it is, but we can hem it up."
6. It's too small. Can I try a \_\_\_\_\_ size?
11. "I like this T-shirt. Is it machine washable?" "Of course, it's cotton. You can \_\_\_\_\_ it in hot water."
13. "How does this hat look?" "Sorry, I don't \_\_\_\_\_ it."
14. "I like this jacket. Is the fabric washable?" "No, it's dry \_\_\_\_\_ only."

# Vocabulary practice: "Put the fridge next to the window"

## A drawing dictation

Here's a chance for your students to review vocabulary about household appliances and practice directions at the same time.

Have the students work in pairs. First ask them to make a list of appliances or other items they might put into a kitchen. (You can refer to the puzzle on page 10 as a starting point.) Make sure all the students know what these are.

Next, give each student a copy of the blank kitchen diagram. Ask them to sit so that they can't see each other's picture. If necessary, stand a file folder or a notebook up between the students to block the view.

Now the first student will describe where to put each appliance, and they will both draw as they go along. The second student listens and draws, and may ask questions if he or she doesn't understand the

instructions. When they are finished, the students can compare their drawings. Ideally, both drawings will be the same! If not, the students should discuss the differences and describe the corrections.

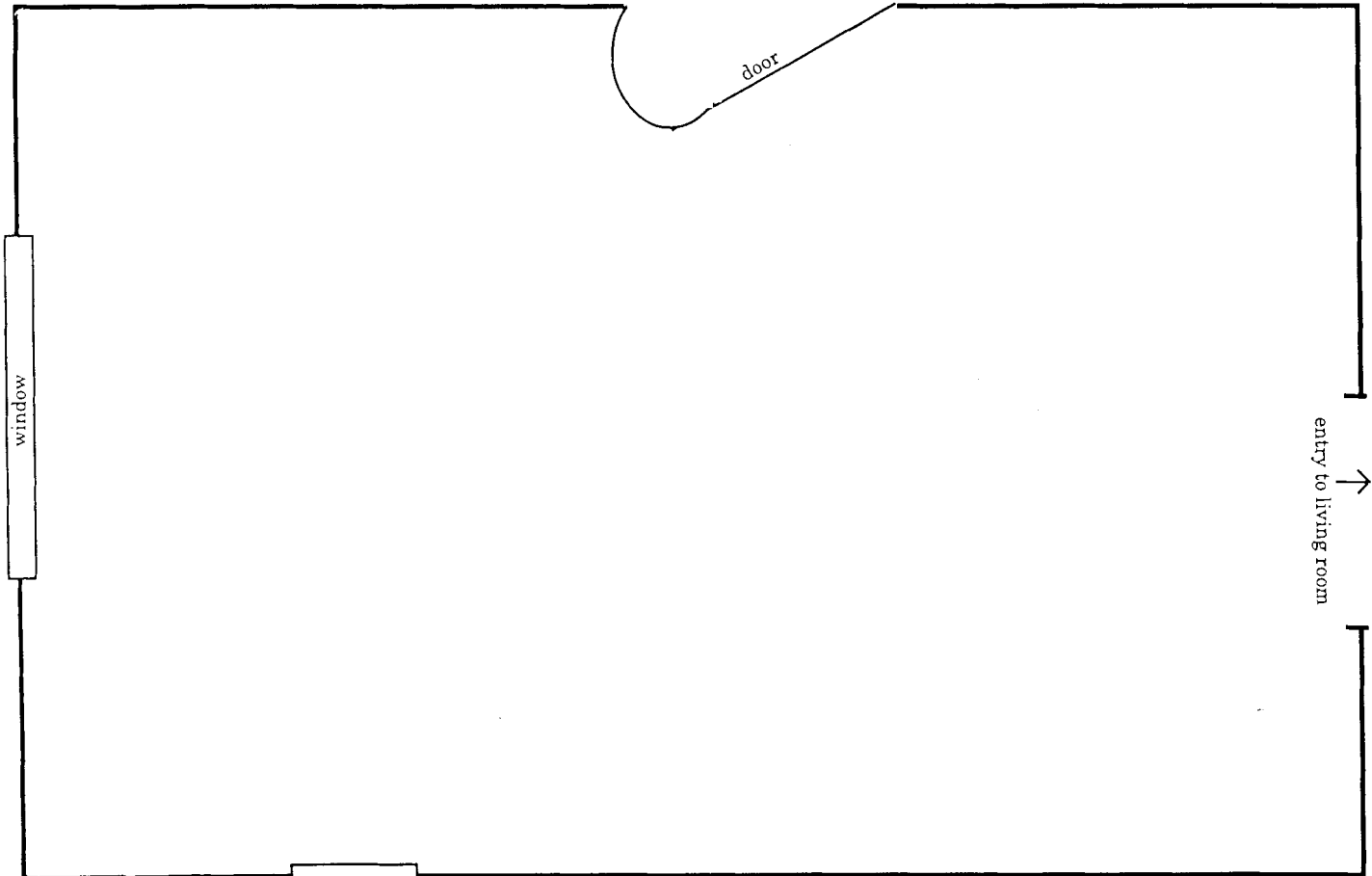
You may decide that your students need a demonstration of this activity first, before they start the pairwork. If so, begin by handing each student a blank diagram and give instructions to the whole class at the same time. Following this model the students can repeat the exercise in pairs.

## Follow up

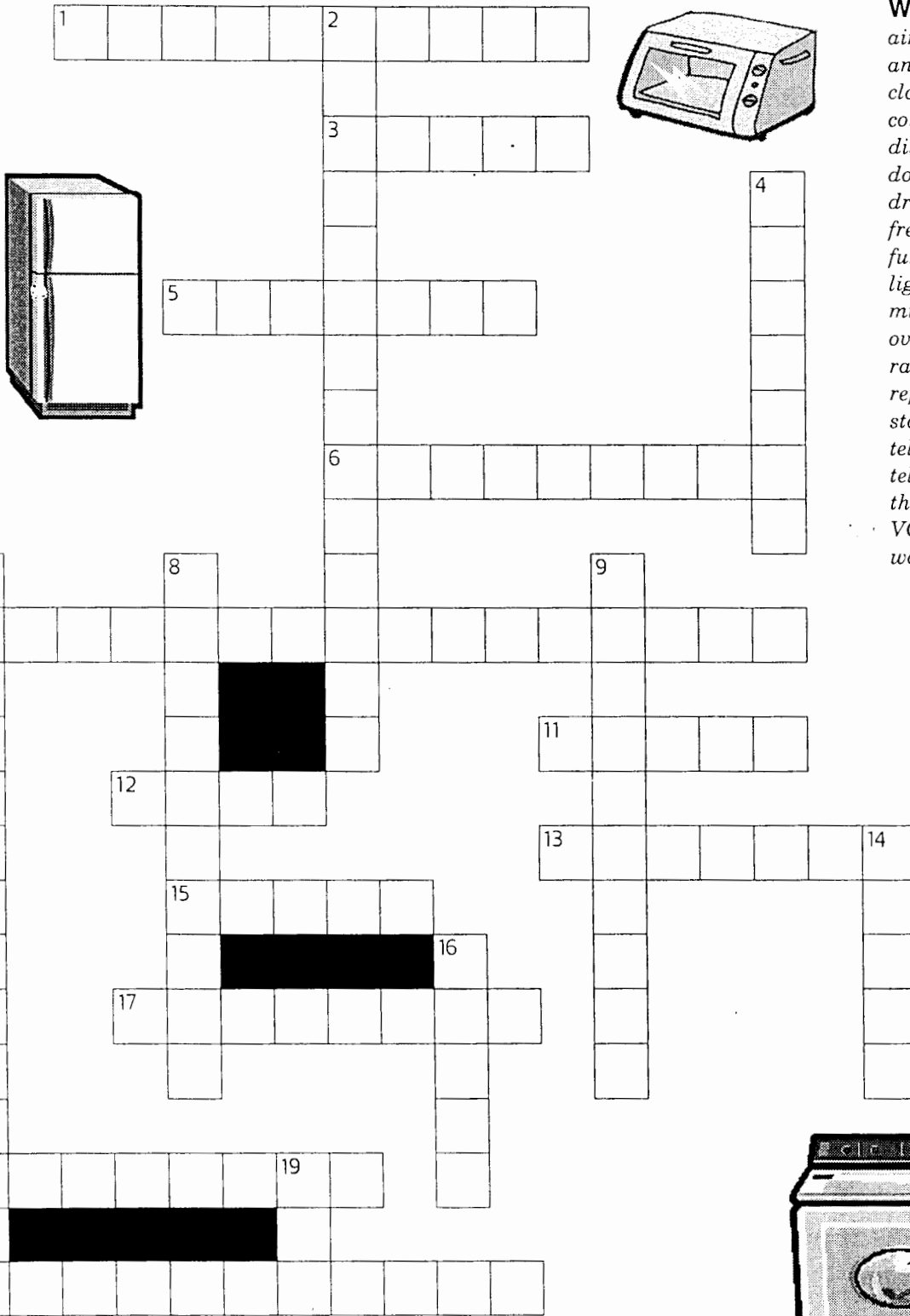
Bring in some advertising supplements, store fliers and catalogs that show appliances, and ask the students to do some 'comparison shopping.' They can explain which items they prefer and why. More advanced students can read reviews in "Consumer Reports." ↩

*Thanks to Abbie Tom for suggesting this exercise!*

A kitchen plan



# Multi-level crossword puzzle: Household appliances



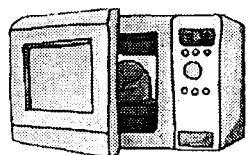
### Word list

- air conditioner*
- answering machine*
- clock*
- control*
- dishwasher*
- doorbell*
- dryer*
- freezer*
- furnace*
- light*
- microwave*
- oven*
- radio*
- refrigerator*
- stove*
- telephone*
- television*
- thermostat*
- VCR*
- washing machine*

## Level A

## Across clues

1. Mother: "Susa, please unload the \_\_\_\_ and put the dishes away." Daughter: "Okay, Mom."
3. At my workplace we listen to the \_\_\_\_ all day.
5. "My apartment is cold because the \_\_\_\_ isn't working." "You should call the landlord right away."
6. "We had a \_\_\_\_ call last night at midnight." "Who was it?" "I don't know, it was a wrong number."
10. If you call the school, you will hear a recorded message on an \_\_\_\_\_ instead of a person.
11. "When I finished the laundry I had 5 socks instead of 6." "Maybe one sock is still in the \_\_\_\_."
12. At Thanksgiving, some people bake a turkey in the \_\_\_\_\_.
13. Sister: "Please change the channel, I don't like this program." Brother: "I can't. I lost the remote \_\_\_\_\_!"
15. "Is your \_\_\_\_ gas or electric?" "It's gas, but the oven is electric."
17. Visitor A: "I think no one is home here." Visitor B: "Maybe the \_\_\_\_ is broken. Let's knock on the door."



18. "Do you like to cook in a \_\_\_\_?" "No, I don't. I prefer to cook on the stove."
20. "What do we have to eat?" "I made some soup last night. It's in the \_\_\_\_."

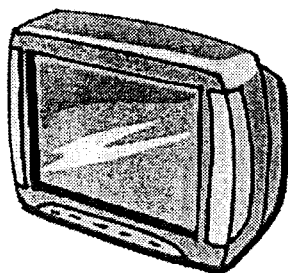
## Down clues

2. "In the summer, I can't sleep very well." "Why, because it's so hot?" "No, because the \_\_\_\_\_ is so noisy."
4. We made some traditional foods from my country last weekend. We put these in the \_\_\_\_ to keep for a party.
7. "Does your apartment have a \_\_\_\_?" "No, but there is a laundry room in the basement."
8. Dad: "Where are the kids?" Mom: "I told them to go outside and play, but they are in the house watching \_\_\_\_\_."
9. It's so cold today! I turned the \_\_\_\_ to 70 degrees but it still feels cold.
14. When you read a book you should sit near a \_\_\_\_\_.
16. "What time is it?" "I'm not sure. This \_\_\_\_ needs a new battery."
19. "I have a video of my daughter's wedding. Would you like to see it?" "Not today, I have a doctor's appointment." "You can borrow the video and watch it at home on your \_\_\_\_\_." "Thanks!"

## Level B

## Across clues

1. You can clean plates, cups and silverware in this machine.
3. You can listen to the \_\_\_\_ for news or music.
5. In the winter you need this to keep your home warm.
6. If someone calls you, you will hear the \_\_\_\_ ring.
10. If you call me when I'm not home, you can leave a message on my \_\_\_\_\_.
11. After you wash your clothes, you can put them in this machine.
12. You can bake food inside this appliance.
13. You can use a remote \_\_\_\_ to change the TV channel.
15. You can cook food on top of this appliance.
17. If someone is coming to visit, you will hear this when they arrive.



18. You can heat up some food in this small appliance.
20. Your food will stay cold in this appliance.

## Down clues

2. If it's hot in the summer, this appliance will keep your home cool.
4. You can keep ice and frozen food in here.
7. You need this appliance to do your laundry.
8. You can watch the news on \_\_\_\_\_.
9. This is a controller to make your home warmer or cooler.
14. If you turn this on, you can see at night.
16. You can look at this to see what time it is.
19. You can play a video tape with this machine.





**NIST**  
 National Institute of Standards and Technology  
 Metric Program, Gaithersburg, MD 20899

### METRIC CONVERSION CARD

Approximate Conversions to Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
<b>LENGTH</b>				
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
<b>AREA</b>				
in <sup>2</sup>	square inches	6.5	square centimeters	cm <sup>2</sup>
ft <sup>2</sup>	square feet	0.09	square meters	m <sup>2</sup>
yd <sup>2</sup>	square yards	0.8	square meters	m <sup>2</sup>
mi <sup>2</sup>	square miles	2.6	square kilometers	km <sup>2</sup>
	acres	0.4	hectares	ha
<b>MASS (weight)</b>				
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
	short tons (2000 lb)	0.9	metric ton	t
<b>VOLUME</b>				
tsp	teaspoons	5	milliliters	mL
Tbsp	tablespoons	15	milliliters	mL
in <sup>3</sup>	cubic inches	16	milliliters	mL
fl oz	fluid ounces	30	milliliters	mL
c	cups	0.24	liters	L
pt	pints	0.47	liters	L
qt	quarts	0.95	liters	L
gal	gallons	3.8	liters	L
ft <sup>3</sup>	cubic feet	0.03	cubic meters	m <sup>3</sup>
yd <sup>3</sup>	cubic yards	0.76	cubic meters	m <sup>3</sup>
<b>TEMPERATURE (exact)</b>				
°F	degrees Fahrenheit	subtract 32, multiply by 5/9	degrees Celsius	°C



### Liquid and Dry Measure Equivalencies\*

CUSTOMARY	METRIC
1/4 teaspoon (t.)	1.25 milliliters
1/2 teaspoon (t.)	2.5 milliliters
1 teaspoon (t.)	5 milliliters
1 tablespoon (T.)	15 milliliters
1 fluid ounce (oz.)	30 milliliters
1/4 cup (c.)	60 milliliters
1/3 cup (c.)	80 milliliters
1/2 cup (c.)	120 milliliters
1 cup (c.)	240 milliliters
1 pint (pt.) (2 cups)	480 milliliters
1 quart (qt.) (4 cups)	960 milliliters
1 quart (qt.) (32 ounces)	0.96 liters
1 gallon (gal.)	3.84 liters
1 ounce by weight (oz.)	28 grams
1/4 pound (lb.) or 4 ounces	114 grams
1 pound (lb.) or 16 ounces	454 grams
2.2 pounds (lbs.)	1 kilogram (1000 grams)

\*approximate

**2.99**

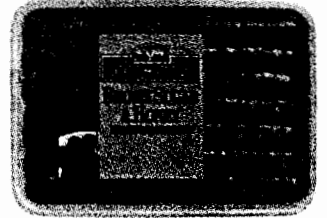


**Oscar Mayer Franks**  
16 oz. pkg., Beef or Cheese, Selected Varieties



**2 FOR \$5**

**Oscar Mayer Sliced Lunchmeats**  
16 oz. pkg., Ham, Turkey or Combo, Selected Varieties



**2 FOR \$6**

**Johnsonville Fresh Sausage Links or Patties**  
12 oz. pkg.



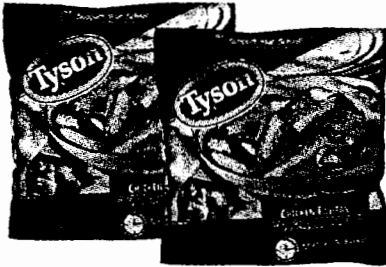
**4.79**

**Jennie-O Turkey Store So Easy Turkey Entrees**  
12-18 oz. pkg., Selected Varieties



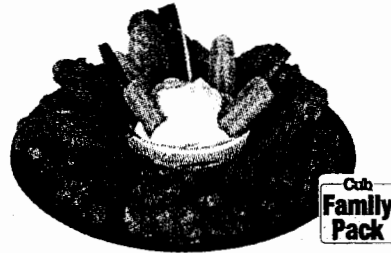
**2.48** lb

**Fresh Smokehouse Country Sausage**  
Links or Bulk



**5.69**

**Tyson Meal Kits**  
25-29 oz. pkg., Fried Rice, Fajita or Stir Fry Kits, Selected Varieties



**1.68** lb

**Fresh Chicken Wings**



**3.57** lb

**Boneless Eye Round Roast**  
USDA Select Beef Round



**2.59** lb

**Fresh Sirloin Boneless Sirloin Pork Cutlets**



03/25/2004 10:28 AM  
RECEIPT EXPIRES ON 06/23/04



A receipt dated within 90 days is required for ALL returns & exchanges. Giving a gift? Include a gift receipt!

083041713	MUNCHY STICK	T	9.98
	2 @ 4.99		
		SUBTOTAL	9.98
T = IL TAX	6.7500% on	9.98	0.67
		TOTAL	10.65
	CASH PAYMENT	20.65	
	CHANGE DUE	10.00	

RECEIPT ID# 2-4085-0840-0076-0838-9  
VCD#752280249 TM#\*\*\*\*4086

Save ALL Receipts  
Give Gift Receipts & Gift Cards  
Ask about Receipt Lookup

1 @ 2/5.00	NY CINN RSN 6 Z		2.50 B
1 @ 2/3.90	GLDFSH NCHO 7.2Z	PC	1.95 B
SC 71151035	PREFERRED SAVINGS		.45-B
	JWL CRQUTONS 6Z	PC	1.29 B
SC 01440123	PREFERRED SAVINGS		.30-B
	C/F DT PEPSI 2L	PC	1.65 B
SC 71099309	PREFERRED SAVINGS		.86-B
	C/F DT PEPSI 2L	PC	1.65 B
SC 71099309	PREFERRED SAVINGS		.86-B
	C/F DT PEPSI 2L	PC	1.65 B
SC 71099309	PREFERRED SAVINGS		.86-B
	DEANS HF&HF 16OZ		1.19 B
	FE GAR SALAD 1#	PC	2.28 B
SC 06093500	PREFERRED SAVINGS		1.14-B
	STF PIZZA 12OZ	PC	3.79 B
SC 20893016	PREFERRED SAVINGS		1.25-B
	CLRX B/PEN 1CT		3.29 T
1 @ 2/5.00	JWL SHRP CHED 8Z	PC	2.50 B
SC 15024224	PREFERRED SAVINGS		1.25-B
	JWL SWISS 8Z	PC	2.99 B
SC 15024267	PREFERRED SAVINGS		1.50-B
1 @ 2/5.00	AL VAR SNAP 16OZ		2.50 T
1.96 lb @ 1.48 /lb	WT CAULIFLOWER	PC	2.90 B
SC 06090589	PREFERRED SAVINGS		1.48-B
1 @ 2/5.00	AL VAR SNAP 16OZ		2.50 T
1 @ 1.98	HASS AVOCADOS	PC	1.98 B
SC 06082073	PREFERRED SAVINGS		.99-B
	MINUTE MAID 64 Z	PC	3.39 B
SC 15024109	PREFERRED SAVINGS		1.70-B
**** TAX	.93	BAL	28.29
Cash			50.00
CHANGE			21.71
	COUPONS TENDERED		12.64
	TOTAL NUMBER OF ITEMS SOLD		= 17

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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
Phone a local store and record store hours.	✓	✓		✓
Make a list of sale items at a discount store.			✓	✓
Read the signs for various store departments			✓	

**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?**

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**What do you want to be able to do?**

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