Incorporating **ESoL Main Street** into the Classroom

No matter where you live!
Welcome to Main Street

Welcome to ESoL Main Street, the website that helps students master English language skills and learn about their community — while using technology.

ESoL Main Street introduces English language learners to their new communities and American culture. Many of the stories that appear on the website were written by students in ESoL classes across the state.

Don’t be put off by the fact that many stories on ESoL Main Street are about the Harrisonburg and Rockingham County, Virginia areas. This collection of lesson plans is designed to help you incorporate ESoL Main Street into your curriculum — no matter where you live! Topics touch on healthcare, civic involvement, and even playing tourist in your own backyard, as well as lessons on getting to know each other and writing Main Street stories. All of these ideas can be adapted to fit into your curriculum and meet your students’ needs. ESoL Main Street can serve as a model. Finished stories can be uploaded to a website of your own, put on posters to display in the classroom, or put into a class book.

Visit ESoL Main Street at http://www.jmu.edu/esol for more ideas on integrating technology into your classrooms.

Workshop participants, pilot test partner teachers, and James Madison University graduate students contributed to these lesson plans over the course of the ESoL Main Street project. Wherever possible, I have acknowledged these people, without whom ESoL Main Street would not have been such a success.

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My Story

Level: This activity can be used with any level of students.

Skills: writing, listening, speaking

Materials needed: copies of story form
large note pads or blackboard or projector

Lesson format: This is an “ice breaker.” It is fun if the teacher participates as well.

1. The teacher fills out the story form to demonstrate how to do this for the students.
2. Students fill out story forms on their own and then share with the class.
3. Or, students work in pairs with one student asking the other the questions. When it comes time to share with the class, the students introduce each other.

Follow-up activities:

1. Completed story forms can be put into a class book, or if you are creating your own web page, uploaded onto a class history page.
   • Add a class picture to either the book or the website.

2. Chart class statistics:
   • What countries are students from?
   • How long have people lived here in Virginia?
   • What cities or towns do the students currently live in (depending on the geographic area the ESL program covers)
   • How many people are married and how many are single?
My name is _____________________. I live in _____________________.

(first name only)

____________________. I moved here from ____________________ in

______________________.

(month          year)

Now, tell us a little about yourself. Where do you work? Are you married? Have children? What do you miss most about your homeland? What do you like best about your new home, Virginia?
Introduction to ESoL Main Street and Computers

Level: High Intermediate ESL

Time (in hours): 2  Language Skills Used: speaking, reading, listening

Segment of Main Street Used: all

Objectives: The student will be able to:
1. Know the parts of a computer
2. Know how to access ESoL Main Street and use it as a resource

Warm-up:
1. Have students list the parts of a computer and what they do.

Presentation:
1. Review the vocabulary and the different parts of the computer by going to FirstFind (http://www.firstfind.info/default.html) and following these links: computers and technology, Learn About Computers, How Computers Work, Computer Hardware.
2. Show students how to access the Internet.
3. Show students how to do an Internet search.

Practice:
1. Have students do an Internet search for their hometown, their native country, a city or state they would like to visit. Have them follow some of the links and write down three or four facts that they find. Have them share this information with the class.

Application:
1. Show students the web address for ESoL Main Street and how to enter it on the computer. Review the Welcome with the class.
2. Have students work in small groups to explore the site by completing a “Scavenger Hunt.” Hand out lists to students asking for three to five pieces of information that can be found on ESoL Main Street.

Submitted by Cynthia Sullivan, Prince William County Public Schools Adult Education
Helping Students to Write Stories About Their Community

Choose a topic

*Topics may be any person, place, service, or organization that helps the citizens in the community.*

Write the questions

*Use brainstorming techniques to help students determine the following things:*

- What do students already know about the topic?
- What do the students need to know?
- Where should students look for answers and related information?
- Who should students talk to and who can answer the questions?

Write this information on board or a large note pad, then have students copy it into their notebooks.

Do the research

*Brainstorm ideas on where students can find information at school, at home, and in the community.*

**Search at school:** Teachers may be able to direct students to places or people who can help them with a topic. Teachers may need to teach student how to use the Internet or the library to search for information on their topics. ESL Teachers may need to teach students the proper phrasing of questions students will need to ask of others and practice with the students until the are confident in their ability.

**Search at home:** Students can search the Internet at home if they have Internet access. Students should not hesitate to ask neighbors, friends or family members what they might know about a topic. There may be useful books on the family bookcases.

**Search the community:** Students may need to arrange interviews with the source of their topic. Teachers can direct the students to the public library for books and magazines on their topics. There may also be computers with Internet access at
Helping students write about their community, continued

the library. Librarians are able to help students find information at the library. In the community students can find local experts suggested by others, businesses, museums, organizations, and colleges. A directory to these can be found in sections in the front of your telephone directory under sections like Government Pages or Human Services. Your local newspaper office may print a community services section that might be useful.

*Note: Teachers may need to help students call for information and arrange and do interviews.*

Write the story

First have students to do a rough draft. This is the first writing of the story. Students should write complete sentences that answer the questions they have written on their topics. Encourage them to include additional information that was learned doing the topic research that will help tell the story and make it more interesting.

Students should do second and additional drafts to put sentences together which share the same ideas or thoughts into paragraphs. Check for spelling and subject-verb agreement. Edit or make changes to the stories until it contains the information that is useful and interesting. The story should also be grammatically correct.

*The teacher will have to help edit and suggest corrections in spelling, content, and sentence structure.*

A final draft or version of the story can be uploaded to a class website or included in a class book.

Developed by Helene Pettus, Lead ESL Teacher, Dayton Learning Center, Dayton, Virginia
How to Ask Questions for Researching Information

What do you want to ask?
If you want to ask about a person, you will ask who?
If you want to know about a thing, you will ask what?
If you want to know about a place, you will ask where?
If you want to know about time, you will ask when?
If you want to know a reason, you will ask why?
If you want to know a way to do something, you will ask how?

What are the parts of a question? How do you make a good question?

We begin a question with one of the question words such as who, what, where, when, why or how.
Then we add forms of the verbs “to be” or “do.”
Add the subject (Who or what the question is about).
We can add a main verb and an object of the verb, if necessary.
Last we add the question mark to mark the end of the question.

Here are examples of questions and their different parts:

Who is the director?
Who is the director?
Question word + “to be” + subject + question mark

What is the community services board?
What is the community services board?
Question word + “to be” + subject + question mark

Where does Mary live?
Where does Mary live?
Question word + does/do + subject + main verb + question mark

When is your business open?
When is your business open?
Question word + “to be” + subject + main verb + question mark

Developed by Helene Pettus, Lead ESL Teacher, Dayton Learning Center, Dayton, Virginia
Writing Your Story

Answer the following questions. Use this sheet to record the information. You can find information on the Internet, in books, magazines, or brochures, or ask people questions. Then, tell your story using the information you find. Keep it short – two or three paragraphs is fine. Remember, you may not have to answer every question for every story you write.

I am writing about __________________________________________________

Who:

What:

When:

Where:

Why:

How:

What photographs can I take to help tell my story?

Written by (optional) ________________________________________________
Community Healthcare Services — Part 1

Level: Low Advanced ESL to High Advanced ESL

Time (in hours) 2  
Language Skill(s): speaking, reading, writing, listening

Segment of Main Street Used: Healthcare Services

Objective(s): The student will be able to
1. Generate questions about healthcare services in the community
2. more effectively use healthcare services in the community, as they need them.

Warm-up Activity

Ask about experience on native countries, etc. here. What questions do you have about health care here?

Presentation

1. Students will be assigned to teams of two to four students to develop questions about healthcare. (Sample questions appear on page 13)
2. Students will understand that these questions will serve as the basis for discussion throughout the healthcare unit.
3. Students will discuss their questions.

Students will need notebook paper and pens/pencils to record their group responses.

Practice

1. Students will list questions generated in their teams.
2. The entire class will generate a comprehensive list of questions from those listed in each of the teams.
Community Health Services — Part 1, continued

Application

1. Students will research answers to the questions they generated.
2. Students will discuss answers to the questions they generated.

Students will use *Our Community in 2002* and *The United Way of the Northern Shenandoah Valley Community Services Directory 2002-2003* as their primary sources.

Assessment/Evaluation: Through the discussion in the class, the students demonstrated their understanding of healthcare services in their locality as well as general practices in the United States.

Most of the students had direct experience with healthcare services in the community. They provided valuable information to other students in the class.

Direct assessment of this activity followed the next lesson during which students generated a vocabulary list of medical-related terminology and orally shared an experience they had with the healthcare system. (See Community Healthcare Services—Part 2.)

*Note:* Karen Brill, from the Northern Shenandoah Valley Adult Education Program/City of Winchester 21st Century Community Learning Center Grant, submitted this lesson plan. Materials applicable to your area that list healthcare resources, such as the phone book, hospital and clinic websites, and other sources, should be used for student research.
Sample Questions About Healthcare in the United States

1. How can I get free medical care? How can I get medical care if I don’t have insurance?
2. Whom can I call if I have a medical emergency?
3. Whom do I call if I need an ambulance?
4. How can I contact a medical doctor?
5. What kinds of insurance can I get at work?
6. How do I complete a medical history form?
7. How can I change my doctor?
8. How would I decide to sue a doctor?
9. How do I get information about or medical assistance for special conditions such as arthritis or rheumatism?
10. How can I know how long I’ll have to wait for the doctor to see me between appointments? For example, if I have to have a crown made at a dental office, how long will I have to wait before I can go back to have it put in?
11. What do I do if I have to go to the hospital and I don’t have insurance?
12. Why does it take so long to get an appointment with a specialist?
13. Can we pay a specialist at our own expense?
14. Why do we not have a pediatric orthopedist in our area? Where can I find one?
15. Where can women go for pregnancy counseling and birth control?
16. What can I do if I need a prescription? Where can I have a prescription filled?
17. How can I get medical insurance for a child?
18. Where can I find written information to understand the technical terminology that a doctor may use in discussing a medical condition and/or treatment with me – i.e., in “layman’s terms” or “plain English?”
Community Healthcare Services — Part 2

Level: Low Advanced ESL to High Advanced ESL

Time (in hours) 2.5 to 3  Language Skill(s): speaking, reading, writing, listening

Segment of Main Street Used: Healthcare services

Objective(s): The student will be able to
1. Generate vocabulary about healthcare services
2. Complete a medical history form
3. Write an essay describing a medical experience in the United States

Warm-up
1. Introduce students to a medical history form
2. Teacher will ask students if they have completed a medical history form.
3. Teacher will ask students what kinds of information they recorded on the medical history form.

Presentation
1. Students will be given a medical history form to preview.
2. Students will check the parts of the medical history form that they do not understand.
3. Students will need a Medical History Form. (See form on following pages.)

Practice
1. Students will discuss the vocabulary used in the medical history form that they do not understand.
2. Students will generate a vocabulary list.
3. Students will define the vocabulary. Students will use a dictionary to define any terms they do not understand. They and the teacher will also work together to define the vocabulary.
Community Healthcare Services — Part 2, continued

Application

1. Students will share a medical experience they had in the U.S. with a partner.
2. Students will share these experiences with their classmates.

Assessment/Evaluation: After the class discussion, the students will demonstrate their understanding of arranging and carrying out a visit with a medical professional through a written essay.

Students will write an essay about their visit to a doctor, a medical clinic, or a hospital. In order to write this essay, students will be given the following instructions:

Write an essay in which you describe a visit to a doctor, a medical clinic, or a hospital in the United States. You may have gone for one of these purposes: (A) a regular medical check-up, (B) an important medical situation, or (C) a medical emergency that resulted from an accident, an allergic reaction, etc.

In your essay, please discuss the following:

1. The purpose of your visit (see the suggestions listed above).
2. Next explain the kind of doctor you visited. How did you select this doctor?
3. Then, tell about what you had to do when you first got to the doctor’s office, the medical clinic, or the hospital. What form/s did you complete? Explain the series of events that happened next.
4. Finally, explain how this experience was different from one you might have in your native country.

Submitted by Karen Brill, Northern Shenandoah Valley Adult Education Program/City of Winchester 21st Century Community Learning Center Grant.
Medical History Form

HEALTH HISTORY

Name: ____________________________
Address: ____________________________
Telephone Number: ________________________

Age: ____________________________ Male ______ Female ______
Marital Status: Single ______ Married ______ Living with companion or partner ______

Circle any of the following illnesses or diseases that you have had or have now.

- Arthritis
- Epilepsy
- Low blood pressure
- Asthma
- Emphysema
- Migranes
- Back problems
- Fainting or dizzy spells
- Nausea
- Cancer
- Heart disease
- Nervousness
- Diabetes
- Heart failure
- Scarlet fever
- Dizziness
- Hemophilia
- Rheumatism
- Drug addiction
- Hepatitis
- Tuberculosis (TB)
- High blood pressure
- Ulcers

1. Are you having discomfort at this time? ______ Yes ______ No
2. Have you been a hospital patient during the past two years? ______ Yes ______ No
3. Have you been under the care of a medical doctor during the past two years? ______ Yes ______ No

Physician’s name and telephone number

4. Are you currently taking any medications, drugs, or pills? ______ Yes ______ No
   If yes, please explain. ____________________________________________
5. Have you taken any medication or drugs during the past two years? ______ Yes ______ No
   If yes, please explain. ____________________________________________
6. Are you allergic or have you had adverse reactions to any medication? ______ Yes ______ No
   If yes, please list. ____________________________________________
7. When you walk upstairs or take a walk, do you ever experience chest pain or shortness of breath? ______ Yes ______ No
8. Have you lost or gained more than ten pounds in the past year? ______ Yes ______ No
9. Do you have any condition, problem, or disease not listed or explained previously? ______ Yes ______ No
   If yes, please explain. ____________________________________________

I certify that the above information is true.

Patient signature ____________________________ Date ________________
Community Healthcare Services: Conversations and Requests for Information

Level: Low Advanced ESL to High Advanced ESL

Time (in hours) 30 to 60 minutes  Language Skill(s): reading, listening, speaking, writing

Segment of Main Street Used: Healthcare Services

Objective(s): The student will be able to
   1. Converse about a medical condition with a doctor
   2. Ask for information about a healthcare facility

Warm-up

   1. Ask students what symptoms they might go to the doctor about.
   2. Ask students what information they would need from a healthcare facility.
   3. List the answers to both questions on the board.
   4. Ask students if they have described symptoms to a doctor. What was that experience like? List any problems they had.
   5. Ask students if they have contacted a healthcare facility to ask for information. What was Did they have any problems? Make a list on the board.

Presentation/Practice

   1. Assign a partner to each student.
   2. Give the practice conversations.
   3. Students will practice conversations with their partner. Each person will play the role of the patient and the doctor.

Note: Students will need the handout “Conversations With Your Doctor” and “Asking for Information About the Free Medical Clinic.” (page 19)
Conversations and Requests for Information, continued

Application

1. Students will work with a partner to role play a conversation. Each team member will play the role of the patient and the role of the doctor. Afterward, the students may be asked to write out their conversations.

   The teacher will serve as the observer and evaluate the success of each team in carrying on the conversation.

2. Students will work with a partner to role play a conversation. Each team member will play the role of the information-seeker and the receptionist at a medical clinic or hospital. Afterward, the students may be asked to write out their conversations.

   The teacher will serve as the observer and evaluate the success of each team in carrying on the conversation.

Submitted by Karen Brill, the Northern Shenandoah Valley Adult Education Program/City of Winchester 21st Century Community Learning Center Grant.
Conversations with Your Doctor

CONVERSATION A

Doctor: Hello, __________________. What seems to be the problem?
You: Well, I’ve been coughing a lot.
Doctor: Anything else?
You: Yes, my chest feels tight. And, I’ve had a fever for two days.
Doctor: It sounds like you might have bronchitis. I’d like to do some tests to be sure. Then, I’ll give you a prescription for medication to relieve your chest congestion.
You: Is there anything else I should do?
Doctor: Make certain that you get plenty of rest and fresh air. And, eat nutritious foods. Call me within four days if you don’t feel better.
You: Thank you, Doctor.

CONVERSATION B

Doctor: Hello, __________________. What seems to be the problem?
You: Well, I’ve had chills, a fever, muscle aches, and a headache.
Doctor: Anything else?
You: Yes, I’ve had a cough, a runny nose, and a sore throat.
Doctor: How long have you had these symptoms?
You: About two days.
Doctor: This is flu season. I’ve examined several people recently who had the flu. So, you might have flu.
You: What should I do?
Doctor: Get plenty of rest and drink plenty of liquids. I’ll give you a prescription for medication for your muscle aches and headache. Then, call me if you don’t feel better after several days.
You: Thank you, Doctor.

ASKING FOR INFORMATION ABOUT THE FREE MEDICAL CLINIC

Clinic: Hello. How may I help you?
You: Hello. I’d like information about your services.
Clinic: I can mail you a brochure that tells you about the clinic. It will tell you the hours that you may visit us. Would that be all right?
You: Yes. And, can you tell me, please, how I can make an appointment to see a doctor?
Clinic: You need to come on Tuesday or Thursday evening between 5:30 p.m. and 6:30 p.m. And, bring proof of your income and monthly expenses.
You: Thank you very much. And, thank you for mailing me the brochure.
Clinic: You’re welcome. Good-bye.
You: Good-bye.
Healthy Eating – Using Family Recipes to Explore the Food Pyramid

Level: Low to High Intermediate

Time: 2 hours

Language Skill Used: speaking, reading, writing, listening

Main Street Segment Used: Health Care Services/Healthy Eating

Materials needed: Internet access, recipes, copies of ethnic food pyramids (optional)

Objective(s): The students will be able to:
Classify foods into the Food Pyramid

Note: Prior to the lesson, ask students to bring in a favorite family recipe.

Warm-up Activity
1. Ask students what recipe they brought in. When do they make this recipe? Why does your family like this recipe? What are the ingredients?

Presentation
1. Go to Main Street – Healthcare Services – Healthy Eating and follow the link to the FDA site.
2. Review the segments of the Food Pyramid.
3. Make a class list of “Favorite Foods.” (ex: apples, hamburgers, salmon, carrots)

Practice
1. Have the students put the class “Favorite Foods” from number 3 above into the appropriate Food Pyramid categories.

Application:
Have students put the ingredients in their favorite family recipe into the appropriate Food Pyramid category.

Optional activity:
Create a class recipe booklet using the recipes students brought in. Include information on when the recipe is made (ex: anytime, for birthdays, a certain holiday) and why the family likes it. Use the Main Street recipe card. Create a class recipe booklet and distribute printed copies to the class.

Developed by Pamela G. Brown, ESoL Main Street Project Coordinator
A Main Street Recipe

Name of recipe:

From the kitchen of (optional, or first name only)______________

We make this for _______________________________________

My family likes it because ________________________________

Ingredients:

Directions:
Healthy Eating – How to Read Food Labels

Level: Low to High Intermediate

Time: 2 hours

Language skills used: listening, reading, speaking

Main Street segment used: Healthcare Services/Healthy Eating

Materials needed: Internet access, canned food items, food label chart

Objective(s): Students will be able to:
- Understand the vocabulary related to good nutrition and the food label terminology
- Explain the parts of a food label and how the information helps us to make healthy eating choices
- How to fill out forms/organize information

Note: Prior to class, ask students to bring in a canned food item that they have at home. Teacher/tutor should bring in several “extras.”

Warm-up Activity

1. Discuss: How often do you use canned foods? Which ones do you use most often?
2. Point out the food label. Ask: How often do you read the food label?
3. Write the terms on the board. Ask students if they know what they mean.
   Write student responses on board.

Presentation

1. Go to ESoL Main Street – Healthcare Services – Healthy Eating. Follow the links to the FDA website.
2. Using the information given for the food labels, define the terms and determine recommended daily amounts for each.
3. Using the information from the FDA site and the teacher’s/tutor’s canned food item, fill out the food label chart as a class.
Healthy Eating – How to Read Food Labels, continued

Practice

1. Divide the class into small groups and have them, as a group, fill out the food label chart for the canned food items they brought in.
2. Review in class.
3. As a class, take the Food Label quiz at the FDA site.

Application

Have the students complete food label charts for the processed foods (breads, canned items, cookies, ice cream, frozen foods, etc.) that they eat for dinner one night during the week. Discuss in class.

<table>
<thead>
<tr>
<th>Food Label Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food item</strong></td>
</tr>
<tr>
<td>(kidney beans,</td>
</tr>
<tr>
<td>corn, tomato</td>
</tr>
<tr>
<td>sauce, etc.)</td>
</tr>
<tr>
<td><strong>Serving size</strong></td>
</tr>
<tr>
<td><strong>Servings per</strong></td>
</tr>
<tr>
<td><strong>container</strong></td>
</tr>
<tr>
<td><strong>Calories per</strong></td>
</tr>
<tr>
<td><strong>serving</strong></td>
</tr>
<tr>
<td><strong>Total fat grams</strong></td>
</tr>
<tr>
<td><strong>per serving</strong></td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
</tr>
<tr>
<td><strong>Carbohydrates</strong></td>
</tr>
<tr>
<td><strong>Sugars</strong></td>
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</tbody>
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A Visit to the Doctor

Level: Beginning ESL and Low Intermediate ESL

Time (in hours) 6 hours (over two days)  Language Skill(s) speaking, reading, writing, listening

Segment of Main Street Used: Healthcare Services

Objective(s): The student will be able to:

Go to doctor’s office and to communicate with receptionist, nurses, and doctor

Warm-up:

1. Discuss going to doctor and problems with communication.
2. Write responses on the blackboard.

Presentation:

1. Watch video about going to the doctor.
2. Define new terminology.
3. Write out new vocabulary in notebook, with definitions.
4. Practice saying vocabulary.

Practice:

1. Beginning ESL class can role play going to doctor
2. Advanced students can make two lists: one list of questions doctor might ask and the second list of questions and answers the patient might ask or answer.
3. Make use of medical terms learned in video: match words and definitions, use in a sentence.

Application:

1. Bring students to computer lab and use computers to type in the lists of questions and answers made by advanced students week before.
2. Write a group story about going to the doctor and type it on computer.

Submitted by Paula Drady and Phyllis Eastridge, Patrick County Public Schools Adult Education.
Reporting an Emergency to 911

Level: Beginning ESL Literacy

Time (in hours)  2  Language skills used: speaking, reading, writing, listening

Segment of Main Street Used: Healthcare Services/ Emergency

Objective(s): The student will be able to:

1. Call 911 to report an emergency
2. Answer questions asked by a 911 operator

Warm-up:

1. Ask students when 911 they think should  they should call 911.
2. Differentiate between normal medical problems, fender bender accidents, and more serious circumstances.

Presentation:

1. Use Crossroads 1 Unit 4 book with picture of two men watching a burning building, then practice dialog on following pages. (Any similar text will work as well.)
2. Go to ESoL Main Street and open “What to Do in an Emergency?” Using this as a guide, have students define different kinds of emergencies and practice giving information, such as their name, where they are, and what type of emergency they have.

Practice:

With teacher playing role of 911 dispatcher, have students respond to various “emergency” questions.

Application:

Have students work in small groups of three or four and have them report an emergency, using typed sheets with prompts. Have students consider what questions the 911 dispatcher would ask and the information they would provide. Each group writes out the dialogue, then presents it to the class.

Submitted by Helen Franchois, Prince William County Public Schools Adult Education
Conversations with 911 Operator

Emergency Scenarios
- You see a robber enter a neighbor’s house.
- Someone is sick, maybe a heart attack.
- There’s a fire in your house.
- You see a bad accident.

911 operator: This is 911. What is your emergency, please?
You: ___________________________________________________
___________________________________________________

911 operator: ______________________________________________
___________________________________________________
You: ___________________________________________________
___________________________________________________

911 operator: ______________________________________________
___________________________________________________
You: ___________________________________________________
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911 operator: ______________________________________________
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You: ___________________________________________________
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911 operator: ______________________________________________
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You: ___________________________________________________
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911 operator: ______________________________________________
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You: ___________________________________________________
___________________________________________________
Going to the Pharmacy

Level: Beginning ESL Literacy to Low Intermediate ESL

Time (in hours): 4.5 (over 2 days, including field trip to pharmacy)

Language skills used: speaking, reading, writing, listening

Segment of ESoL Main Street Used: Healthcare Services or Shopping Center/Pharmacy

Objectives: Student will be able to:

1. Find and purchase products at a pharmacy
2. Use services of pharmacy

Warm-up:

1. Read the ESoL Main Street story on the pharmacy.
2. Have students list what they can buy and/or do at an American pharmacy. Ask how it is different in their native country.

Presentation:

1. Make a list of pharmacy-related words.
2. Have students define the terms.

Practice:

1. Have the students practice saying and writing the words, and play a “match” game, where students have to match the words to their definition.
2. In preparation for the field trip, have the students make a list of things they can buy at a pharmacy. Put the products into categories, such as beauty, shampoo, cold medicine, pain medicine, and so on.

Application:

1. At the pharmacy, have the students work in small groups to find items on their Scavenger List. Have them identify the aisle number and/or category where they found the item and its price.
2. When return or at next class, have them compare prices to prices in sales fliers of other pharmacies, if possible.

Submitted by Paula Drady and Phyllis Eastridge, Patrick County Public Schools Adult Education
Below are two sample Pharmacy Scavenger Hunt sheets. Use fliers from local newspaper inserts for items on sale in your community or for seasonal items.

### Pharmacy Scavenger Hunt

<table>
<thead>
<tr>
<th>Product</th>
<th>Aisle/Category</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popcorn tin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softsoap Body Wash</td>
<td></td>
<td></td>
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<tr>
<td>M&amp;Ms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-pack of 12-oz Pepsi</td>
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<td></td>
</tr>
<tr>
<td>Hershey’s Kisses</td>
<td></td>
<td></td>
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<tr>
<td>Gift Wrap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irish Spring soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar free fruit flavored candy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lined paper tablets</td>
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<td></td>
</tr>
</tbody>
</table>

### Pharmacy Scavenger Hunt

<table>
<thead>
<tr>
<th>Product</th>
<th>Aisle/Category</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee mug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starburst candy</td>
<td></td>
<td></td>
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<tr>
<td>Tylenol</td>
<td></td>
<td></td>
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<tr>
<td>Dog food</td>
<td></td>
<td></td>
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<tr>
<td>Herbal Essence Shampoo</td>
<td></td>
<td></td>
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<tr>
<td>Dove soap</td>
<td></td>
<td></td>
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<tr>
<td>Vaseline Healthy Hands hand lotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Source Multivitamins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotch Magic Tape, 3/4 X 650</td>
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Using the Public Library

Level: Low to High Intermediate

Time: 1 hour plus field trip to library

Language Skills Used: speaking, listening, reading, writing

Main Street Segment Used: Library

Objectives: Students will be able to:

- list requirements to get a library card
- explain what a person can do at the library
- locate library or library branch nearest to them

Warm-Up Activity

1. Introduce the subject with these discussion questions:
   - Who knows what a library is?
   - Have you been to the library here?
   - Was there a library where you used to live? Did you ever go there?
   - Does anyone have a library card?
   - How do you get one?
   - How much does it cost?
   - What can you do at a library?

2. Write out the student’s answers on a large note pad.

Materials needed: large note pad to write down students’ answers

Presentation

1. Go to ESoL Main Street (http://web.jmu.edu/esol) and introduce site to students.
2. Go to the Library segment and review the information that can be found on Massanutten Regional Library.

Materials needed: Internet access
Using the Public Library, continued

Practice

1. Have students find the information to these three questions:
   - What can you do at a library?
   - Where are the branches located?
   - How can you get a library card?

2. Have students share their answers with the class.

Materials needed: paper; Internet access

Application

Ask students if they know where their local library is located and what they would like to know about it. (If students hesitate, ask them what they learned about Massanutten Regional Library, such as street address, phone number, hours, etc.) Brainstorm how they could get this information. (phone book, library website, library brochures)

Have students research answers to their questions and write out questions and answers.

Arrange for field trip to library, with students to come prepared to sign up for library card.

Optional activity

Bring a camera on field trip and have students create a picture tour of their visit to the library.

Created by AHRD 460 class, James Madison University, Pamela G. Brown, project coordinator, EL/Civics Grant, and Nancy Faux. ESL Specialist, Virginia Adult Learning Resource Center.
Transportation

Level: High Intermediate ESL

Time (in hours): 2

Language skills used: reading, writing, speaking

Segment of Main Street Used: Bus Stop

Objectives: The student will be able to:
1. Locate Internet resources to identify means of transportation in their community
2. Find pertinent information on these different types of transportation (schedule, cost, etc)

Warm-up:

1. Ask students to list why people travel and how people travel.
2. Ask them how they have traveled (car, bus, plane, boat, etc)
3. Ask them how traveling in the United States is the same or different from their native country.

Presentation:

1. Discuss forms of transportation in your community. Use the ESoL Main Street bus stop for review.
2. Hand out a bus, train, and/or subway schedule. Review how to read the schedules and how to find needed information.

Practice:

Give the students a handout with questions pertaining to the transportation schedule. Have them answer the questions, then review in class.

Application:

Have students work in groups of 3 or 4 and assign each a form of transportation — bus, train, taxi, airplane, etc. Using an Internet search engine, have them find websites for the local bus company, train service, taxi, or airline and answer questions on a Transportation Information Sheet. Questions can include what is the address, phone number, web address, email address, what bus stop is closest to my house, etc. Have the students present their information to the rest of the class.

Submitted by Cynthia Sullivan, Prince William County Public Schools Adult Education
Filling Out an Order Form/Writing a Check

Level: High Intermediate ESL

Time (in hours): 2 Language skills used: reading, writing, speaking

Segment of Main Street Used: Post Office, Bank

Objectives: The student will be able to:

1. Fill out a catalog order form completely and correctly
2. Write out a check completely to enclose with order
3. Mail order

Warm-up:

1. Ask students where they can buy things (in a store, online, from a catalog, etc.)
   Use ads from the newspaper or a magazine to guide the discussion.
2. Ask students where they make their purchases.

Presentation:

1. Using an order form from a catalog, review the parts of the form with students.
2. Go to the Bank at ESOL Main Street and follow the link to “How to Write a Check.” Review the process with the students using the interactive program.
3. Go to the Post Office on ESOL Main Street and follow the link to “How to Mail A Letter.” Review with students.

Practice:

1. Make copies of a catalog order form for students. Tear pages from the catalog and hand out to students. Also, hand out a “mock” check for students to fill out.
2. Have students decide on two or three items to order and have them fill out the order form, up the charges, and write out the mock check to pay for items.
3. Have students fill out an envelope in which to mail their orders. (optional)

Application:

1. Have students work in pairs and role play placing an order over the phone. The order taker fills out the order form and the order placer fills out a mock check.

Submitted by Cynthia Sullivan, Prince William County Public Schools Adult Education
Read All About It in the Newspaper

Class level: Intermediate

Language Skill: Focus on reading; scanning for information

Life Skill: Finding specific information in a community newsletter

Warm Up:

1. Bring copies of local newspapers to class
2. Discuss with the class:
   o Do you read the paper here?
   o Did you read the paper in your native country?
   o What do you like to read about?
3. Base the lesson on the class response to the last question. (This lesson is based on sports. Students might also want to read classified ads, an advice column, or the weather report.)

Presentation:

1. Introduce the topic of sports. (A picture, piece of sports equipment, or a personal story can serve as an attention getter.)
2. Ask about sports - in the students' native countries? in the U.S.?
3. Ask them if they are a sports player, a watcher, or a follower. (Most students will fall into one of these categories. If there are students who don't like sports, suggest that their children will play American sports, sports are a good topic of conversation with Americans, sports are the basis for many idioms.)
4. Elicit basic vocabulary associated with most sports; e.g. team, goal, win/lose.
5. Ask students for the names of American sports they know. Using the picture dictionary if necessary, list vocabulary for specific American sports; e.g. homerun, quarterback, basket. Write the vocabulary items (including slang and idiomatic expressions) on the chalkboard under each sport.

Practice:

Ask them where they would find the sports page in the local newspaper. Show them how the index tells them the name of each section.
Read All About It in the Newspaper, continued

- Open ESoL Main Steet and find the “Newsstand” at the “Shopping Center”.
- Click to find a list of local newspapers: http://web.jmu.edu/esol/newsstand.htm. Open your local paper and show the class how the sidebar serves as an index.
- Ask them to find the sports section in the sidebar.
- Give each student a teacher-made worksheet with 4-5 questions that could be asked about most sports events; for example, location, date and time, team names, and who won. These can be open-ended questions or fill-in-the-blanks depending on the level. Since the focus is on reading for information the students are not asked to write their own questions.
- Still using the presentation screen with the students, go to the sports section and open a story about a sports event.
- Help the students locate the information in the story.
- Write the questions and answers on an overhead transparency or on the chalkboard.
- The students practice asking and answering the questions in pairs.

Application:

- Have students form small groups at each computer.
- Assign each group the name of an American sport.
- Ask the groups to visit their online local newspaper to find a story about this sport. When they have read the story they fill in the same worksheet and add one interesting fact they have learned. Example:
  - The football game was played on Tuesday, October 1st.
  - The game was at Madison High School.
  - The teams were the Madison High School Tigers and the George Washington High School Comets.
  - The score was 36-14.
  - The Comets won the game. The away team won!

Possible Extension Activities:

- Create a class bulletin board newspaper to include sports stories and pictures.
- For school-based classes, attend an after-school game. Take photographs. Create a “virtual fieldtrip” web page of pictures and text.

Created by Susan Joyner, director of the Virginia Adult Learning Resource Center, and participants at SW VAILL 2002 workshop
Civics: An Introduction

Level: Low Advanced to High Advanced

Time (in hours): 2 to 3  Language Skills: speaking, reading, writing, listening

Segment of Main Street Used: Government Services

Objectives: Students will be able to:
   1. Generate a civics vocabulary
   2. Complete questions about the federal, state, and local government
   3. Complete questions about local government services.

Warm-up:

   1. Introduce students to civics unit.
   2. Ask students to share any word or term they associate with “government.”

Materials needed:  chalk board or dry erase board and markers
   or overhead projector

Presentation:

   1. Students will list the vocabulary generated through the class discussion and write the words in their notebooks.

Practice:

   1. Have students discuss the vocabulary.
   2. Have students define the vocabulary words, using a dictionary.
   3. Students and the teacher will work together as necessary to define the vocabulary words.
   4. Students will also read and discuss information about federal, state, and local governments.

Application:

   Students will complete the Civics Review handout to clarify their knowledge of federal, state, and local government.
Civics: An Introduction, continued

Assessment:

After the class discussion, the students will demonstrate their understanding of the government information by writing an essay.

In the essay, the students will follow these instructions:

1. Write an essay in which you compare and contrast the government of the United States with the government in your native (home) country. Explain the ways in which they are alike and the ways they are different.
2. In your essay, show that you understand the kind of government we have in the United States, the importance of the government to its citizens, and the services it provides to its citizens.
3. To help you write your essay, consider these questions:
   • What is government?
   • What kind of government does the United States have?
   • What are the rights and the responsibilities of U.S. citizens?
   • What are some of the services that the government provides?

Submitted by Karen Brill, the Northern Shenandoah Valley Adult Education Program/City of Winchester 21st Century Community Learning Center Grant.
CIVICS REVIEW!

Work with your partner to complete the following statements. You may refer to your notes and to the “Civics Vocabulary.”

1. The President of the United States is _________________________________.
2. The Vice-President of the United States is _________________________________.
3. The two U. S. Senators from Virginia are _______________________________ and
   ________________________________________________________________________.
4. The writers of the U. S. Constitution wanted to have three separate branches of government be-
   cause ________________________________________________________________________.
5. The three branches of the U. S. government are ________________, ________________, and ________________.
6. One of the powers of the U. S. President is _________________________________.
7. One of the powers of the U. S. Congress is _________________________________.
8. The judicial branch of the U. S. government decides ________________________________________________________________________.
9. The capital of the United States is _________________________________________.
10. The capital of Virginia is _________________________________________________.
11. The three ways in which the U. S. government, Virginia government, and local government are alike are ________________________________________________________________________ and ________________________________________________________________________.
12. The leader of a state such as Virginia is called a/an __________________________.
13. The City of Winchester is governed by _________________________________.
14. Frederick County is governed by _________________________________________.
15. The Winchester City Council meets _________________________________________.
16. The voter registrar for Winchester is _________________________________________.
17. The voter registrar for Frederick County is _________________________________.

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18. List five of the services provided by either the city or the county for its residents:

a. ____________________________________________________________________________

b. ____________________________________________________________________________

c. ____________________________________________________________________________

d. ____________________________________________________________________________

e. ____________________________________________________________________________

19. Name the places you would go to do the following:

Pay personal property taxes: _______________________________________________________

Pay a traffic ticket: ______________________________________________________________

Pay a parking ticket: ____________________________________________________________

Get a license for your pet: ________________________________________________________

Get your vehicle inspected: _______________________________________________________

Enjoy a picnic with your family or friends: _________________________________________

Check out a book: ___________________________________________________________________
How to become a US Citizen

Level: Low Intermediate ESL

Time (in hours) 3  Language Skill(s) speaking, reading, writing, listening

Segment of Main Street Used: Government Services

Objective(s): The student will be able to

1. Learn the requirements for becoming a US citizen.
2. Correctly fill out the citizenship application.

Warm-up:

1. As a class, make list of questions want to know about becoming a citizen. Start with this question: What is the current fee? Number each question.
2. Go to Main Street Virginia home page, Government Services, How to Become a Citizen. Read page and list as class, words do not know.
3. Create “Words to Know” list from these words.

Materials needed: Internet access, large paper pads or blackboard

Practice:

1. Give students practice copy of citizenship application.
2. Review application for words students do not know.
3. Define/explain these words and add to “Words to Know” list.
4. Using the transparency of the citizenship application, fill out application as class.

Materials needed: Printed copies of citizenship application, overhead projector and transparency of the citizenship application.

Application: Hand out printed copies of citizenship application to students. Have students fill out the application on their own at home and bring to next class. Review completed applications with students at the next class.

Developed by Pamela G. Brown, ESoL Main Street Project Coordinator
American Holidays

Level: Beginning ESL Literacy to Low Intermediate ESL

Time (in hours): 9  Language Skills Used: reading, writing, listening, speaking

Segment of Main Street Used: Park; Shopping Center

Objectives: The student will be able to:

1. Understand and participate in celebrations of uniquely American holidays.
2. Be a “smart shopper.”

Warm up:

1. Introduce subject of holidays by asking students to list holidays.
2. Write list on board.
3. Ask students to identify if they are celebrated in America, their native country, or both.
4. Make a poster, illustrating the holidays. Students can work in small groups or pairs.

Presentation:

1. Have students make a chart, on the computer, of the American holidays. Research their origins and how celebrated. Add clip art.
2. Discuss Thanksgiving dinner and make list of traditional foods served at Thanksgiving. Find recipes for these dishes and create a grocery shopping list.
3. Make additional posters:
   - Compare Pilgrim’s meal with what is served today.
   - Compare a traditional Thanksgiving dinner to a dinner served in their native country where food is a central part of the celebration.

Practice:

Plan a field trip to a local grocery store and buy food for Thanksgiving dinner.

Application:

1. Prepare and serve traditional Thanksgiving dinner. After the meal, have students give oral presentations using posters they created.

Submitted by Paula Drady and Phyllis Eastridge, Patrick County Public Schools Adult Education.
Shopping at the Mall

Level: Beginning ESL Literacy

Time (in hours): 2.5 to 3 Language Skills Used: speaking, reading, writing, listening

Segment of Main Street Used: Shopping Center

Objectives: The student will be able to:

1. Learn dialogues necessary for shopping
2. Plan ahead for a shopping trip to the mall

Warm-up:

1. Ask students why they might go to the mall to shop.
2. Ask students to list what kind of stores they find at the mall and what kinds of things those stores sell.

Presentation:

1. Have students make a list of six or seven items they will buy at the mall. This can include needed items, such as soap, clothes, entertainment-related items such as books or CDs, and/or gifts.
2. Have copies of a mall directory for each student, or find a large mall on the Internet and print out the list of those stores.
3. Talk about the different categories of stores and discuss what kinds of things each store might sell.

Practice:

1. Have each student write a story about what he or she will shop for and using the mall directory, what store they will go to so they can buy that item.

Application:

1. Have the students report back to the class on a shopping experience.

Submitted by Helen Franchois, Prince William County Public Schools Adult Education
Shopping at the Grocery Store

Level: Beginning ESL Literacy

Time (in hours): 2  Language Skills: speaking, reading, writing, listening

Segment of Main Street Used: Shopping Center/Grocery Store

Objectives: The student will be able to:

1. Plan a dinner for 6 people
2. Save money by using coupons and store sales

Warm-up:

1. Using the Oxford Picture Dictionary, pp. 54-56, review supermarket departments, containers and amounts used in food purchases.

Presentation:

1. Open the Shopping Center on ESoL Main Street and go to the Grocery Store segment.
2. Discuss ways to save money at the grocery store.
3. Use the coupon diagram to review the parts of a coupon.

Practice:

1. Give each student 2 or 3 coupons and have them identify each element (amount, expiration date, etc.)
2. Hand out fliers from two or three grocery stores if possible, and have students compare prices on similar items. Where would they go to get the best price?

Application:

1. Working in small groups, plan a dinner for six. Decide on a menu, make up a shopping list, and compare prices/use coupons to shop economically. Use the “Planning a Dinner Party” sheet (see next page).
2. Share the plans/results with the class.

Submitted by Helen Franchois, Prince William County Public Schools Adult Education
Planning a Dinner Party

You and your group need to plan a dinner party for six people. You want to serve any meat, but not ground beef, and you will need two pounds or more. You will also need to buy vegetables and potatoes or rice. You can also have a dessert, but that’s not required.

Write out a shopping list of the items you need to buy. Check the grocery store fliers to find the best price. Write the price next to each item and the name of the store where you will buy it. Use coupons if you have them, just be sure to deduct them off the cost of the item. Indicate if you used a coupon and for how much on the sheet.

Add up all of the prices to see how much your dinner will cost.

We'll see which group can plan a nice dinner for the best price!

Grocery List

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Cost</th>
<th>Store</th>
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Rehearsing an experience: A Learning Activity

Use segments on ESoL Main Street to practice for life experiences in advance. For example, suppose a student wants to mail a package back home:

1) Brainstorm vocabulary words he or she will need to know, such as postage, weight, postal code, customs.

2) Reinforce this by using the Post Office segments on ESoL Main Street, reading the story, following the links.

3) Underline the vocabulary.

4) Brainstorm: What questions will the postal clerk ask? What would you answer? Write out these ideas.

5) Practice
   - Model dialogue, using the questions and the answers from #4.
   - Role play
   - Obtain sample forms from the post office and practice filling them out in the classroom.

6) Complete lesson with field trip to post office.

Developed by Pamela G. Brown, ESoL Main Street Project Coordinator
Let your students play tour guide for their hometown. Here are some ideas for learning activities:

- Form small groups and have each group research one or two cultural spots in area.
  a) Vocabulary development: admission fees, visitor’s bureau, brochure, etc. Students can create their own “Words to Know” list.
  b) Research skills: how to find information in the Internet, through the phone book, through talking with people, how/where to find brochures
  c) Language skills: How to formulate questions, what questions to ask
  d) Speaking skills: asking for information, directions
  e) Writing skills: write a Main Street story on one of the cultural sites for submitting to the website.

- Have groups share information with entire class, either through an oral presentation or by creating a “travel poster.” (speaking, writing, comprehension skills)

- As a class, negotiate a field trip to one spot – each group needs to convince rest of class their spot is most interesting, fun, etc. (oral communications skills)

- Plan class field trip to that spot
  a) Getting directions (how to ask questions; speaking skills)
  b) Arranging transportation (organizational skills; speaking skills)
  c) Arranging with cultural spot for group visit organizational skills; speaking skills)

Developed by Pamela G. Brown, ESoL Main Street Project Coordinator
ESoL Main Street is a partnership between the Workforce Improvement Network, James Madison University, the Virginia Department of Education, and 14 community partners in Harrisonburg and Rockingham County, Virginia.